



Early Childhood Policy In Institutions of Higher Education

*An Initiative Funded by the Heising-Simons Foundation
and the Buffett Early Childhood Fund*

CENTER/PROGRAM FUNDING ANNOUNCEMENT

Call for Letters of Intent to Establish Entities that Advance the Study of Early Childhood Policy in Institutions of Higher Education

The Early Childhood Policy in Institutions of Higher Education (ECPIHE) Initiative will support a limited number of degree-granting Institutions of Higher Education (IHEs) as they establish programs or centers that advance the study of early childhood policy (ECP). Innovative and ambitious, funded entities will provide academic training and professional opportunities that prepare individuals to assume policy leadership positions that improve the quality, equitable distribution, efficiency, and sustainability of programs and services to young children; such positions may be in government, direct service, philanthropic, advocacy, think tank, and research settings. To that end, this document solicits letters of intent from IHEs interested in pursuing center/program funding. This document sets forth the background for the effort, including its rationale and problem statement. It then delineates the nature of the funding opportunity, presenting its goals and guiding parameters. This document concludes with guidance for submitting a Letter of Intent, the first step of a two-step process, due on December 1, 2020. The Letters will be reviewed, and a group of submitters will be invited to participate in the second step, the submission of a full proposal.

PART I – BACKGROUND

I.1. RATIONALE

Predicated on a wealth of research that attests to the importance of the early years and the ability of quality services to improve children’s developmental outcomes, interest in young children is burgeoning throughout the world. Such interest has been manifest in increased investments by federal, state, and local governments, private sector entities, and philanthropies to achieve significant increases in the number and nature of services provided to young children (birth through age 8).

These practice and policy changes are accompanied by changes in how we *think* about services for young children and their families. Pedagogically, a new ethos surrounding quality is emerging, accompanied by near-universal support for child-centered, play-based approaches to development and learning that honor diverse cultures and allow for multiple implementation

approaches. Biophysically, new ideas are taking hold about the need to, and elixirs that, maximize young children’s neurological and physical development. And systemically, bold new “rethinks” are centering on the need to minimize the proliferation of scattered, disparate services and maximize newly defined systemic outcomes — the quality of the provided services, their equitable distribution to the population, their sustainability over time, and their economic efficiency. The movement from adult- to child-centered, from mono- to multi-culturally and multi-linguistically responsive practices, from fixed to pliant development, and from a sole focus on child outcomes to a focus on both child *and* systemic outcomes are merely a few of the transformations in thinking that are framing a new era of early childhood efforts.

1.2. PROBLEM STATEMENT

Noteworthy as these practical and intellectual efforts are, they face serious challenges on many fronts. First, policies are often layered atop the current hodge-podge of services, without requisite attention to their quality, accessibility, sustainability, efficiency, or effectiveness. Consequently, most policy efforts focus on pedagogical enhancements, with only scant attention accorded the infrastructural elements that produce quality. Second, insufficient funding and inadequate attention to the infrastructure that supports direct series frames emerging policies despite abundant and increasing research about, and expectations for, performance. Third, and the focus of this work, such policies are often devised and led by individuals who do not have the background or professional preparation that would enable them to carry forth such efforts with requisite competencies. Fourth, historic structural racism has impeded equitable access to IHE generally, resulting in the fact that early childhood policy leaders do not mirror the populations of children served by the field.

To address these concerns and redress decades of doing business as usual, there is an urgent need to move beyond primarily preparing pedagogical personnel and toward preparing a diverse workforce who will think differently, lead in new ways, and tackle the policy, infrastructure, and advocacy challenges inspired by the present era of early childhood efforts. These future leaders need preparation in the disciplines and skill sets that will enable them to understand and use data, to think critically and outside the box, and to understand the nuances of the policymaking and implementation processes. Such skills require a deep understanding of the history of early childhood education, adult learning, institutional change, systems theory, economics, and/or political science — all requisite domains for affecting the considerable social change beckoned by early childhood policy (ECP). Moreover, these leaders must know and represent the cultures and communities of enrolled children and speak the languages of those being served. Such individuals must be equipped to contextualize their work and join forces with pedagogical leaders as they design, analyze, and advocate for constructive policies driven by research and evidence-based practice.

When facing shifting zeitgeists and changing societal demands, Americans look to research, science, and preparation programs, leading them directly to IHEs. In keeping with that tradition and in an effort to create a field that will make substantial, durable, and equitable policy changes that benefit young children, the Early Childhood Policy in Institutions of Higher Education (ECPIHE) initiative focuses on IHEs as the unit of change. Funded by the Heising-Simons

Foundation and the Buffett Early Childhood Fund, ECPIHE has created tools, platforms, and mechanisms that will advance the study of ECP in America. A full description of the ECPIHE Initiative and its products can be viewed at <http://policyforchildren.org/ecpihe/>.

By dint of this letter of invitation, ECPIHE aims to support the development of durable centers and/or programs within IHEs that will significantly advance the study of, and preparation for, contemporary early childhood policy.

PART II – OVERVIEW OF THE FUNDING OPPORTUNITY

II.1. GOALS OF THE FUNDING OPPORTUNITY

The intent of this funding opportunity is to catalyze significant and durable institutional change within IHEs and within the field of early childhood. Transcending the preparation of those who work directly with children and families, the funding opportunity will create new avenues and content for the preparation of, and scholarship about, early childhood services and policies that advance the development of young children, birth through age eight. With an eye toward instantiating transformative change, the funding opportunity regards the creation of centers and programs in IHEs as a means of seeding a new field and of preparing individuals to advance its implementation through the establishment of new programs of study, courses, and diverse learning opportunities. Over the short term, it seeks to establish such learning experiences within IHEs; over the long-term, it aims to prepare a sizable cadre of individuals who will assume policy leadership roles and/or produce policy research related to young children and their early development and education.

Specifically, the funded Centers/Programs will:

- *Create early childhood policy as a critical and durable domain of inquiry within IHEs;*
- *Enhance the durable study of, and experiences related to, early childhood policy in American IHEs;*
- *Prepare a new and diverse cadre of leaders to design, analyze, and advocate for constructive policies driven by research and evidence-based practice; and*
- *Support the establishment and branding of a new field of inquiry, Early Childhood Policy (ECP).*

II.2. GUIDING PARAMETERS

Six guiding parameters reflect the intentions of and characterize this call for Letters of Intent, delineated below as: (i) Focus; (ii) Breadth; (iii) Scope; (iv) Length; (v) Diversity; and (vi) Capacity and Participation.

II.2.a. Focus

For the purposes of this effort, early childhood is defined as the array of services that directly affect the lives of young children, birth through age 8. Such services enhance education,

learning, and development, and may take place in diverse venues including homes, centers, schools, and programs. Such services should be offered regularly, preferably daily, but at least semi-monthly, and typically involve large or small groups of children, either remotely or in person. Because young children are so dependent on their families, such services may incorporate commitments to family development, education, support, and engagement, but adult services are not the primary focus of these programs. Services for adults are offered in support of their children's well-being and development, but services for adults alone are not included in this definition of early childhood. Given these parameters, the focus of this LOI is on shaping policy/research that will focus on early childhood, birth through age 8.

II.2.b. Breadth

Young children grow and develop in many domains simultaneously; moreover, the policies that affect them emanate from diverse disciplines. Consequently, while focused on young children's early learning and development, this effort solicits Letters of Intent that include personnel from diverse disciplines, including (but not limited to) health, mental health, law, education, and the social sciences. Demonstrating such interdisciplinarity and capitalizing on these synergies are considered strengths of early childhood policy work. The development of a systems orientation to early childhood policy work is regarded as essential.

II.2.c. Scope

Given that the durable instantiation of a commitment to early childhood policy is a cornerstone of this effort, it is expected that funded entities will propose to implement a Center, institute, or a program of study. More specifically, a Center or institute might be a new entity devoted to early childhood policy; it might be a component of, or augment the scope of, an existing Center. Such Centers might offer an array of field activities, lectures, and learning opportunities that would enrich the degree pursuits of matriculating students. Where they do not exist already, degree programs might be considered at the master's, and/or doctoral levels (and possibly at the bachelor's level); such efforts might develop or augment courses of study that may result in a specialization in early childhood policy within an existing degree program. Developing a single course or pre-/in-service efforts for non-matriculating students is not sufficient to constitute a Center or program of study. To achieve the scope, IHEs may submit applications in partnership with other IHEs, with one entity designated the lead IHE.

II.2.d. Funding and Length/Duration

Funding for this effort is predicated on the development and proposed implementation of innovative, visionary models that will foster durable, if not transformational, change in IHEs. As such, it is expected that efforts will develop with some institutional support, matched by support from ECPIHE over a two-year period, with the first year (calendar year 2021) devoted to planning, piloting, and early-phase implementation and the second year (calendar year 2022) devoted to refinement and implementation. The available funding ranges from \$150,000 to \$200,000 for the 2-year period. It is anticipated that IHEs, as evidence of their commitment to ECP, will have a plan for Center/Program continuation and will assume full funding in year three.

II.2.e. Diversity

This effort is designed to foster diversity in many ways. First, and foremost, the effort is committed to including and advancing the diversity of ECP personnel. As such, faculty and student diversity are expected. Second, it is anticipated that a mix of diverse institutions will be selected for inclusion in this effort, including public, private, Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Tribal College and Universities (TCUs), and Minority Serving Institutions (MSIs). Third, it is hoped that there will be an abundance of program approaches and a variety of interdisciplinary models advanced in the mix of supported Centers/Programs.

II.2.f. Capacity and Participation

Given the nature of this work, it is anticipated that applicants will have faculty with early childhood experience and capacity, but might require partnerships with individuals from multiple disciplines (departments or colleges) and backgrounds for the planning and execution of the policy focus of this initiative. A plan for such participatory endeavors is welcome. Moreover, it is anticipated that selected Centers/Programs will have much to learn and share with one another, such that participation in a Consortium of Early Childhood Policy efforts will be expected.

PART III – GUIDANCE REGARDING THE LETTER OF INTENT

III.1. ELIGIBILITY CRITERIA

With the goal of advancing a new field of inquiry, as well as Centers or Programs, Letters of Intent will be accepted from Institutions with, and characterized by:

III.1.a. Higher Education Designation

Letters of Intent are welcomed from all United States Four-Year (or more) public or private Institutions of Higher Education, with a priority given to institutions that are meaningfully serving students who bring racial, ethnic, linguistic, and socioeconomic diversity to the field. These may include HBCUs, HSIs, TCUs, and MSIs

III.1.b. Demonstrated Early Childhood Capacity and Experience

Letters of Intent are welcomed from IHEs (as indicated above) that have a demonstrated capacity to support students who matriculate in fields associated with early childhood policy. Such capacity should be demonstrated by the inclusion of degree-related programs, short CVs of lead faculty supporting this record, and indications of graduates' employment placements to date.

III.1.c. Institutional Willingness to Instantiate ECP Durably

Letters of Intent are welcomed from IHEs demonstrating commitment and capacity to perpetuate the ECP efforts when the ECPIHE funding is reduced or eliminated. A plan for instantiating the study and support of ECP policy through the use of institutional, public, or private funding is necessary.

III.1.d. Short- and Long-term Fiscal Commitment

Letters of Intent are welcomed from IHEs willing and able to offer a fiscal institutional match, both for the two-year period supported by ECPIHE funding and thereafter. During the two-year ECPIHE funding, a match is required. In year one, a 10% cash match is required and during year two, a 20% cash match is required. Beyond these fiscal contributions for years one and two, the Letter of Intent should indicate how the applicant would sustain or enlarge the efforts supported by ECPIHE.

III.1.e. Guarantee of Full Proposal Submission

Based on the Letter of Intent, selected IHEs will be invited to submit a full proposal. If invited, the applicant assures that a full proposal will be forthcoming and developed in accordance with the Request for Proposals.

III.2. AVAILABLE RESOURCES

To assist in the preparation of the Letter of Intent, a number of resources are available for review. Developed as a part of the ECPIHE effort, modules, syllabi, and an internship handbook help to define suggested content and experiences associated with early childhood policy as developed, reviewed, and vetted by experts familiar with early childhood policy. These are designed as tools to support ECP efforts, and it is expected that the content of these products and resources will be incorporated into the funded efforts. Described below, they are available at <http://policyforchildren.org/ecpihe/>. In addition, a webinar will be held to answer questions about the Letter of Intent.

III.2.a. Twelve Modules Related to ECP

Twelve modules have been designed to enable individuals interested in the content to adapt the material as a session within an existing course in an IHE — in diverse disciplines and at diverse levels. The modules could also be used for policy training workshops or other professional development activities. The module topics are: (i) History of Early Childhood Policy; (ii) Child Development; (iii) Unequal Childhoods, Racial Equity, and Early Childhood Policy; (iv) ECEC Landscape and Major Policies; (v) Practice and Pedagogy; (vi) Family and Allied Services; (vii) Theoretical Perspectives on Early Childhood Policy; (viii) Implementing Early Childhood Policy: Programs and Services; (ix) Research and Evaluation in Early Childhood Policy; (x) Policy Basics; (xi) Creating Policy: The Roles of Timing and Advocacy; and (xii) Leadership in Early Childhood. Each module is similarly structured and presents the following: session title, learning outcomes, content to be covered (usually in three to four parts), delivery method/s, application activities, and suggested readings.

III.2.b. Four Syllabi

Using the modules as the essential content, syllabi for four courses were developed, with the goal of generating approval-ready courses that an individual could teach to master's students and, with modification, to upper-level graduate students. The syllabi were designed so that each could be used independently or in concert with one another. When combined, all four syllabi could

form a minor or certificate. The four syllabi are: (i) History, Child Development, and Equity; (ii) Examining Practices, Policies, and Key Issues; (iii) Policy, Leadership, and Policy Advocacy; and (iv) Theory, Analysis, and Research. Each syllabus contains course goals; objectives; assignments; grade allocations; and information on 12 individual course sessions, including rationales and reading lists. Again, these documents are designed for adaptation, but in their entirety convey what the group felt would be a rich, thoughtful program of study for those interested in pursuing advanced work in ECP.

III.2.c. Internship Handbook

Predicated on rich experience, internships are considered to be an essential component of ECP training and professional development. To that end, an ECP Internship Handbook has been developed. It includes information on designing and implementing internships related to ECP, including examples of pre-requisites, eligibility criteria, and evaluation forms, and discusses the nature of internship agreements, the need for liability coverage, and mechanisms to oversee the internship experience to maximize its impact. The Internship Handbook also includes samples of the types of internships that are available at federal, state, and local levels, as well as those in the private sector.

III.2.d. Webinar Information

An informational webinar will be held via Zoom on Thursday, October 22, 2020 at 1 PM Eastern Standard Time. Questions should be submitted prior to the Zoom webinar, with a deadline of October 10, 2020. The Zoom webinar will be recorded.

III.3. COMPONENTS OF THE LETTER OF INTENT

III.3.a. Institutional Experience and Capacity (750 Word Limit)

Please describe the institutional context for this work and the nature, size, and scope of the IHE. Please discuss the nature of similar centers or efforts that will contribute to the overall ECP effort, noting the history and longevity of these entities, their scope, and major accomplishments. Also, note why you are well-positioned to undertake this effort. Please also describe the faculty who will lead the effort, as well as those who will participate in the effort, and delineate their capacities to undertake this work, as evinced by prior related work. Please indicate experience serving BIPOC and students from the community.

III.3.b. Proposal Inventiveness, Comprehensiveness, and Match of Purpose (1500 Word Limit)

Please describe your plan to create and implement an innovative approach to: (i) the study of early childhood policy and (ii) the preparation of students who are equipped to influence and lead the field. Provide information regarding the numbers and types of students you are likely to service. Discuss the rationale for your approach, the goals you hope to achieve, and the mechanisms/strategies you will use to achieve them. Be sure to clarify the content of your courses of study, the field-based experiences you plan to provide, and the ways in which you propose to construct an inter-disciplinary approach to early childhood policy. Include indicators of success for students, noting the periodicity and accountability metrics you will use to affirm

student mastery of skills and content. Present strategies/approaches you will use (including hurdles to be mounted) to instantiate early childhood policy efforts durably at your institution, and the ways in which you will evaluate the institutionalization of these efforts.

III.3.c. Reasonableness of Budget (500 Word Limit)

Please provide a 2-year budget and budget narrative to explain how you will use the requested funds. Note that the overhead limitations are capped at 10% and that your proposal should include a 10% cash contribution in year one and a 20% cash contribution in year two. Please indicate the total budget amount, the percentage of FTE personnel staff assigned to the effort and their related responsibilities, and the source of the cash matching funds

III.3.d. Reasonableness of Timeline and Key Milestones (500 Word Limit)

Describe the approximate timeline for your effort, including key milestones. Note that the ECPIHE grant funding will be available for two years only. If you propose that your ECP implementation will take longer than two years, please explain your complete vision, indicating its total timeline, and delineating the portions that will be accomplished in the two-year ECPIHE funding period.

III.3.e. Likelihood of Successful Implementation and Sustainability (750 Word Limit)

Reflecting on your institutional context and past successes implementing innovative, comprehensive, cross-disciplinary efforts, discuss the most formidable issues you expect to encounter as you design and implement this effort. Reflect on strategies to overcome alterable inhibiting conditions and honestly present intransigent barriers. Share your analysis of the likelihood of sustaining this effort over time and the reasons for your sustainability stance. Share any additional information to support your submission.

III.3.f. Agreement to Meet Accountability Requirements

Please indicate your willingness to submit semi-annual narrative reports delineating the progress and challenges associated with implementation. Please indicate your willingness to submit annual fiscal accountings of all expenditures.

III.3.g. Appendix (Maximum of Five CVs)

Please include one-page CVs of primary faculty in the appendix.

III.4. SCORING CRITERIA

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|-------------|-----|---|
| III.4.a./f. | 20% | Institutional Capacity and Experience |
| III.4.b. | 40% | Proposal Inventiveness, Comprehensiveness, and Match of Purpose |
| III.4.c. | 15% | Reasonableness of Budget |
| III.4.d. | 10% | Reasonableness of Timeline and Key Milestones |
| III.4.e. | 15% | Likelihood of Successful Implementation and Sustainability |

III. 5. OVERALL PROJECT TIMELINE

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|--------------------|---|
| October 1, 2020: | Launch Letter of Intent Proposal |
| October 22, 2020: | Informational Webinar for Prospective Applicants |
| December 1, 2020: | Deadline for Receipt of Letters of Intent from Prospective Applicants |
| January 1, 2021: | Invitations to Submit Full Proposals Sent Out |
| February 15, 2021: | Full Proposals Due |
| March 15, 2021: | Final Decisions Made |
| April 1, 2021: | Contracts Finalized and 1 st Year Work Begins |
| April 1, 2022: | 2 nd Year Work Begins |
| March 30, 2023: | Contracts and Funded ECPIHE Work Ends |

III.6. SUBMISSION INFORMATION

III.6.a. Cover Sheet

Letters of Intent must be accompanied by a cover sheet, clearly reflecting the signature and contact information for the responsible institutional party. The cover sheet must also provide the email and phone contact information for the lead content person and the lead budget person (if they are not the same).

III.6.b. Letter of Intent

Institutional and Faculty Capacity
Proposal Inventiveness, Comprehensiveness, and Match of Purpose
Reasonableness of Budget
Reasonableness of Timeline and Key Milestones
Likelihood of Successful Implementation and Sustainability
Appendix

III.6.c. Submission Deadlines and Conformity

Letters of Intent must be submitted by email at 5 pm Eastern Standard Time on December 1, 2020. They should be sent via email to: Sharon Lynn Kagan (slk99@tc.columbia.edu) and Kathy Thornburg (thornburgk@missouri.edu). Applications that do not adhere to the above format and timelines will not be considered. Applicants will receive an email confirming receipt of their Letter of Intent within 48 hours of the closing date.

PART IV. LEGAL TERMS AND CONDITIONS

By Submitting a Letter of Intent you agree to adhere to the following terms and conditions:

IV.1. RIGHTS IN DATA AND WORK PRODUCT

IV.1.a. Work Product

Work Product is all work created, including all information and material (in any form) relating to the Services ("Work Product"). Work Product will include but is not limited to data obtained, and customized work product conceived, developed or reduced to practice, together with all other information of a scientific, technical or artistic nature. The creating party will solely retain exclusive intellectual property rights in all Work Product. The term Work Product herein does not include work previously created or copyrighted by others and not created under this project.

IV.1.b. Intellectual Property

All intellectual property rights arising under this project will be the property of the creating party. Whether any intellectual property right will be maintained or registered will be at the sole discretion of the creating party.

IV.1.c. Infringement

Each party will ensure that any material or work product shared under this project will not infringe on the intellectual property right of any third party. The creating party or sharing party shall defend, indemnify, and hold harmless the other party for any liability and any related costs and reasonable attorney's fees incurred due to any actual or alleged infringement.

IV. 2 GENERAL TERMS

IV.2.a. Duration

The Letter of Intent shall be effective from the date of signature written below and remain valid for the earlier of one year, or the date of signing an agreement. Either Party may withdraw from this Letter of Intent at any time by giving written notice to the other Party.

IV.2.b. Costs and Expenses

Each Party will be responsible for its own costs and expenses incurred in connection with this Letter of Intent.

IV.2.c. Non-binding

The Letter of Intent is not intended to be legally binding or give rise to any legal rights or obligations of any nature whatsoever, except as set forth in this Section IV below; the Letter of Intent sets out the preliminary understandings and intentions of the Parties with respect to further discussions between the Parties.

IV.2.d. Binding

The following provisions will be binding and enforceable against the Parties and will survive the expiration or termination of the Letter of Intent:

- a. Each Party will (i) treat the information received from the other Party in connection with the Letter of Intent, in any form or medium given or made available to the Party by the other Party ("Confidential Information") as strictly confidential, (ii) shall use the Confidential Information received from the other Party solely for the purpose for which such information was disclosed to that Party in connection with the Letter of Intent,

and (iii) shall not use, disclose or copy such Confidential Information for any other purpose. Each Party may disclose the Confidential Information received from the other Party only to persons on a need-to-know basis and will ensure that each such person will comply with confidentiality obligations with respect to such information that are no less protective than those contained in the Letter of Intent. Each Party will keep the Confidential Information it receives from the other Party secure and will treat such Confidential Information with the same degree of care as it treats its own confidential information of a similar nature. Each Party will inform the other Party immediately upon becoming aware, or having reasonable grounds to suspect, that there has been unauthorized access to the Confidential Information of the other Party. The existence and terms of the Letter of Intent, and all discussions related thereto (including discussions related to an agreement), are confidential. The restrictions under this Section IV(a) will not prohibit a Party from disclosing or using Confidential Information received from the other Party, if any, to the extent: (i) required by applicable laws or regulations or for reporting purposes (ii) such Confidential Information becomes publicly available through no fault of the receiving Party or breach of this Section IV(a), (iii) such Confidential Information is independently developed by the receiving Party without use of such Confidential Information or is already in the possession of the receiving Party and is not subject to any obligation of confidentiality or a restriction on use, or (iv) the disclosing Party has given its prior written approval of the disclosure or use.

- b.** The Parties agree that, unless approved in writing in advance by both Parties, no Party shall make any public announcements or press releases with respect to the Letter of Intent or to any discussions between the Parties related thereto. Neither Party authorizes the use of its name, abbreviation or emblem by the other Party for any purpose in connection with the Letter of Intent, including in any press releases or other public communications. Any use of a Party's name, abbreviation or emblem requires advance written permission by the other Party in each instance.
- c.** Neither Party is required to restrict work assignments of their representatives who have had access to Confidential Information of the other Party, but this will not affect either Party's responsibility to comply with the obligations set out in the Letter of Intent. Neither Party can control the incoming information the other Party will disclose in the course of working together, or what a receiving Party's representatives will remember, even without notes or other aids. Each Party agrees that use of information in representatives' unaided memories in the development or deployment of each Party's respective products or services does not create liability under the Letter of Intent or trade secret law, and each Party agrees to limit what they disclose to the other Party accordingly.
- d.** Nothing contained in the Letter of Intent shall be considered as granting or conferring to a Party any right or interest in the intellectual property rights of the other Party.

- f. Nothing in the Letter of Intent is intended to establish or create a partnership, joint venture or other formal business entity between the Parties, and neither Party has any authority to bind the other in any way. The Letter of Intent does not constitute any Party the agent of the other Party or constitute any other fiduciary relationship between the Parties.
- g. All disputes arising out of or in connection with the present Letter of Intent shall be settled by mutual understanding. In the absence of an amicable settlement, disputes shall be referred to arbitration in accordance with JAMS arbitration rules.
- h. Both parties agree that all activities under the Letter of Intent will be conducted in a lawful and ethical manner. Neither party will not distort or give false information or act in any other fraudulent or criminal manner in the gathering of information under the agreement.

IV.3. COMPLIANCE WITH APPROPRIATE LAWS

Each Party agrees that, in connection with the Letter of Intent and any subsequent agreement, it will take no action, or omit to take any action, which would cause another Party to be in violation of the applicable laws, including but not limited to nondiscrimination laws, export control and anti-boycott laws. Each Party agrees that, in connection with the Letter of Intent or subsequent agreement, it will not offer, give or promise to give, directly or indirectly, anything of value to any government official, political official, political candidate, or employee thereof or to any third party while knowing that such item of value or any portion thereof may be offered, promised or given to a government official, political party official, political candidate or employee thereof, for the purpose of obtaining or retaining business or to secure an improper advantage.