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Providers

Provider

*Provider Name:	
*Address Line 1:	
Address Line 2:	
*City:	
Province:	
*Country:	

Provider Contact

Job Title:	
*First Name:	
*Last Name:	
*Phone Number:	
*Email Address:	

Provider Facility

*Facility Name:	
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- Classes take place at the provider's facilities
- Classes take place at a location other than the provider's facilities

**If the second checkbox above is marked:* Provide the name and full address for each facility where Access classes will be taking place. For each facility, also provide a Point of Contact; include name, title, telephone number, and e-mail address.

(Type up to 2000 characters.)

Provide details regarding Access facilities. Include such information as the number of classrooms, total capacity, total teachers and administrative staff, accessibility to public transportation, normal working hours, etc.

(Type up to 2000 characters.)

If there are multiple provider facilities, provide the additional facility name(s). Similar to the above, indicate whether classes take place at the provider's facilities or at a location other than the provider's facilities, the facility contact, and facility details. Please note that there needs to be a record in the Access database for each indicated facility.

Introduction

Introduction to the Access Program

The English Access Microscholarship Program provides a foundation of English language skills to bright, economically disadvantaged 14- to 18-year-olds through two years of after school instruction and intensive sessions. Access students also gain an appreciation for U.S. culture and democratic values through enhancement activities. A greater sensitivity to cultural differences, coupled with the acquired English language skills, will enable the participants to take advantage of opportunities that had previously been unavailable to them.

In-Country Educational Service Provider

Provide a brief history of the provider outside of the Access Program. Include information regarding the provider's capacity to run the Access Program and the qualifications of teachers that will be teaching Access students.

(Type up to 2000 characters.)

Distinguishing Features

Choose one or both of the following distinguishing features as appropriate.

- Program exclusively designed for Access students
- Program designed for Access students and students from the provider's regular classes

**If the second checkbox above is marked:* Explain how the program will be designed to accommodate Access students along with students from the provider's regular classes.

(Type up to 1000 characters.)

Choose one or both of the following distinguishing features as appropriate.

- After school and/or weekend instruction
- Intensive sessions

Read the information below regarding Public Private Partnerships and indicate if there will be any such partnerships for this Access Program.

A Public Private Partnership (PPP) is a collaborative working relationship with non-governmental partners in which the goals, structure, and governance, as well as roles and responsibilities, are mutually determined and decision-making is shared. PPPs have the potential to increase mutual understanding, build human potential, and develop talented future leaders on a larger scale than could be achieved alone. Some PPPs involve funding (although fundraising alone or grants are not PPPs) and most are based upon shared interests. For additional information please visit the [Office of Public-Private Partnership's website](#).

- There will be a Public Private Partnership in the provider's Access Program.

**If the checkbox above is marked:* Include information regarding the partnership such as the name of the partnering non-governmental organization; what funds, materials, or other services (Access teacher training, student professional development, internships, etc) each participating party will be providing; and the financial value of the partnership.

(Type up to 1000 characters.)

English Language Instruction

English Language Acquisition

The general goal of the Access Program in terms of language competence is to help students with a minimal knowledge of English develop fluency and communication strategies in English through meaningful interaction, cooperative learning strategies, and age and interest-appropriate activities. The Access Program seeks to expose students to the target language in real contexts in order to prepare students for effective communication with native and non-native speakers of English.

English language objectives will vary across Access Programs, depending largely on the instruction materials selected and the academic environment. However, all Access Programs should be designed with clear goals for students' English language acquisition (e.g. reaching an intermediate level of a chosen curriculum or being able to achieve a certain score on the paper-based TOEFL test).

Computer Instruction

Access Programs, whenever possible, should include computer instruction to complement English language instruction and enhancement activities. Indicate if and how often the provider plans to offer computer classes, multimedia learning, or social media activities.

Optional: For the 'Computer Instruction' table, indicate the number of hours per week that will be fulfilled during after school instruction and/or intensive sessions.

Note that all options for computer instruction are strongly suggested but may not be applicable to the provider's Access Program.

Instruction	After School Instruction (hours per week)	Intensive Sessions (hours per week)
Computer Classes		
Multimedia Learning		
Social Media Activities		
Other		

Optional: Provide any additional information regarding the provider's use of Computer Instruction throughout the Access Program.

(Type up to 2000 characters.)

Materials

Optional: Select the resources and materials that will be used from the checklist below. Note that all resources and materials may not be applicable to the provider's Access Program.

- Multimedia lab with computers ready for interactive use/Internet connection
 - CD/MP3 players
 - DVD/VCR
 - TV
-

Textbooks

Provide the title of the American English textbook(s) that will be used during the Access Program.

Textbook 1	
Textbook 2	
Textbook 3	
Textbook 4	
Textbook 5	

Provide details regarding the textbook(s) to be used for the Access Program (e.g. Edition, content regarding U.S. culture, etc). If applicable, list examples of supplemental resources and materials that will be used such as film titles, book titles, and magazine or newspaper titles.

(Type up to 1000 characters.)

U.S. Culture and Values

Introduction to U.S. Culture and Values

One key element of the Access Program is to familiarize students with important features of U.S. culture and values. Students are encouraged to develop respect for and interest in other cultures, customs, and beliefs. Access Program enhancement activities should be designed to provide hands-on and interactive opportunities for students to engage in discussions, games, community service, and other activities relating to U.S. culture and values. Three main elements of U.S. culture and values will be included in the Access Program:

- Course Topics Relating to U.S. Culture and Values
- Personal Development
- Community Service

Course Topics Relating to U.S. Culture and Values

Throughout the Access Program, students will be introduced to topics relating U.S. culture and values. Enhancement activities will be designed to reinforce these topics by engaging students in hands-on learning experiences.

Indicate the course topics relating to U.S. culture and values that the provider's Access Program will introduce. Note that a minimum of three course topics is required.

U.S. Holidays

**If the checkbox above is marked: List the U.S. holidays that will be discussed in the provider's Access Program.*

(Type up to 1000 characters.)

U.S. History

**If the checkbox above is marked: List events from U.S. History that will be discussed in the provider's Access Program.*

(Type up to 1000 characters.)

U.S. Popular Culture

**If the checkbox above is marked:* List elements of U.S. popular culture that will be discussed (e.g. music, folksongs, television, movies, literature including poetry, stories, novels, theater, etc) in the provider's Access Program.

(Type up to 1000 characters.)

U.S. Education

**If the checkbox above is marked:* List aspects of education in the U.S. that will be discussed in the provider's Access Program.

(Type up to 1000 characters.)

Gender Issues

**If the checkbox above is marked:* List aspects of gender issues in the U.S. that will be discussed in the provider's Access Program.

(Type up to 1000 characters.)

The Environment

**If the checkbox above is marked:* List aspects of environmental awareness in the U.S. that will be discussed in the provider's Access Program.

(Type up to 1000 characters.)

Ethnic Tolerance

**If the checkbox above is marked:* List aspects of ethnic tolerance in the U.S. that will be discussed in the provider's Access Program.

(Type up to 1000 characters.)

Democracy

**If the checkbox above is marked:* List aspects of democracy in the U.S. that will be discussed in the provider's Access Program.

(Type up to 1000 characters.)

Civil Society

**If the checkbox above is marked:* List aspects of Civil Society in the U.S. that will be discussed in the provider's Access Program.

(Type up to 1000 characters.)

Other

**If the checkbox above is marked:* List all other Course Topics relating to U.S. culture and values that will be discussed throughout the provider's Access Program.

(Type up to 1000 characters.)

Enhancement Activities

Provide specific examples of enhancement activities that will be designed to complement the course topics indicated above. Indicate the frequency of these enhancement activities and whether they will occur during after school instruction or intensive sessions.

(Type up to 2000 characters.)

Personal Development

Various elements of the Access Program seek to foster students' personal development. The students work toward a balanced intellectual and emotional development so they will be better prepared for future academic and professional endeavors. Students are introduced to topics including career development, opportunities to pursue higher education, and additional U.S. Government-sponsored exchange programs.

Throughout the Access Program students will:

- Develop critical thinking skills as they participate in discussions, prepare, and deliver presentations.
- Develop a sense of responsibility and concern for quality as students participate in projects with clearly established goals and standards.
- Explore opportunities for higher education, including other U.S. Government-sponsored exchange programs.
- Develop confidence as they prepare to embark on their chosen career paths.

Personal Development Activities

Check each personal development activity from the list below that the provider's program will fulfill. Note that a minimum of two personal development activities is required.

- Visits to local colleges and universities to explore opportunities for higher education
- Visits by guest speakers to discuss opportunities for other exchange programs
- Visits by guest speakers from the private sector to discuss career development
- Career development activities such as resume writing, application writing, and interviewing
- Visits by guest speakers from the U.S. Embassy and American Language Center
- Visits by current participants or alumni of programs such as the Fulbright Program, the Peace Corps, or the English Language Fellow Program
- Group projects such as skits, presentations, and games
- Other

**If the checkbox above is marked: List all other personal development activities that will occur throughout the Access Program.*

(Type up to 2000 characters.)

Provide a description of the personal development activities that will occur throughout the Access Program. Indicate the frequency of these activities and whether they will occur during after school instruction or intensive sessions.

(Type up to 2000 characters.)

Community Service

Access students will be encouraged to assume active roles in their communities. Throughout the Access Program, students will participate in community service activities, thereby increasing their awareness of the issues facing their respective communities while also gaining an understanding of ways in which they can positively contribute to civil society.

Throughout the Access Program students will:

- Become empowered by realizing that they have the ability to contribute positively to their communities.
- Become encouraged to develop tolerance towards people of different cultures or religions.
- Set a positive example for youth in their communities by modeling a commitment to service, tolerance, and civic participation.

Community Service Activities

Describe the community service activities that will be included in the provider's Access Program. Indicate the frequency of these activities and whether they will occur during after school instruction or intensive sessions.

(Type up to 2000 characters.)

Program Participants

Advertising and Recruitment

The provider will assess the level of need across the country and ensure that the Access Program benefits bright and economically disadvantaged students from the widest possible geographical distribution. Extensive advertising and recruitment may be conducted in order to reach the target audience and can involve such parties as local government officials, school administrators, civic and religious organizations, and U.S. Embassy staff. The provider's staff, in collaboration with the Public Affairs Section of the U.S. Embassy, may evaluate and nominate the candidates. Final approval of the nominations may be made by the Public Affairs Section of the U.S. Embassy/Consulate.

Indicate how program advertising and student recruitment will occur and the role of Post in the selection process.

(Type up to 1000 characters.)

Student Selection Process

Indicate each tool the provider will use in the selection process. A minimum of one of the selection tools below is required.

Note that English language level cannot be a selection criterion – all assessment tools used during the selection process must be in the students' native language.

- Application
- Interview
- Written Exam
- Oral Exam
- Essay
- Other

**If the checkbox above is marked:* Explain any additional methods by which applicants will be evaluated throughout the selection process.

(Type up to 1000 characters.)

Student Selection Criteria

The Access Program is designed for economically disadvantaged students between 14 and 18 years of age who have minimal to no knowledge of English. Applicants will need to complete an application form with information related to the requirements listed below. The information on this application will be verified by the provider. The provider will verify the selected students are economically disadvantaged. Examples of ways in which the provider can verify economic status: reviewing parent/guardian economic situation, requesting pay stubs, interviews with school or community officials that have access to such information, or referencing other documents that contain economic information.

*All students are economically disadvantaged.

List the methods by which the students' economic status will be verified.

(Type up to 1000 characters.)

*Indicate the youngest starting age of a student. A student must be at least 14 years of age.

*Indicate the oldest starting age of a student. A student must be no more than 18 years of age.

Optional: List any additional criteria that will factor into student selection.

(Type up to 1000 characters.)

Class Size and Gender-Balance

Provide details regarding class size in the provider's Access Program.

Indicate class size within the Access Program (12-25 students required).

Classes will be gender-balanced (i.e. an equal number of boys and girls). If this is not possible within classes, indicate how the provider will achieve gender-balance across the country's entire Access Program.

Describe how the provider will ensure gender-balance within the Access Program.

(Type up to 1000 characters.)

Describe how the provider will ensure fair representation of ethnic and religious diversity as appropriate, in light of mission goals.

(Type up to 1000 characters.)

Student Placement

Explain methods by which selected applicants will be placed in Access classes (e.g. written or oral exams in English) and when these placement activities will occur (i.e. during the selection process, at an orientation session, at the first class, etc).

(Type up to 1000 characters.)

Student Retention

The provider will make all efforts to ensure that students accepted into the Access Program are active and successful throughout the duration of the program. Indicate the methods that will be used to encourage student engagement and participation throughout the two years of the Access Program.

- *Providing ongoing feedback and personalized support.
- Providing a detailed description of expectations to accepted participants (time commitment, academic commitment, etc).
- Having parents sign a letter of commitment to support their student throughout the program.
- Having students sign a letter of commitment to the program.
- Making schools aware of their students' participation and informing them about the Access Program.
- Inviting participants' families and community members to attend Access events.
- Accommodating student schedules by planning around academic calendars (taking into account occurrences such as exam weeks and school-wide activities).
- Providing extra-help and/or one-on-one tutoring for replacement students or students falling behind.

Voluntary Withdrawal

In case of a student's voluntary withdrawal from the Access Program, the vacant position will be filled with a student who fulfills Access Program requirements. During the recruiting process, some students will be selected to join the program from the very beginning, while others will be selected from a waiting list of standby and/or auditing students. In case one of the Access students leaves a vacant position, this waiting list will be used to fill the vacancy.

Indicate the processes which will occur regarding student retention and voluntary withdrawal.

(Type up to 2000 characters.)

Conditions for Loss of Scholarship

The English Access Microscholarship Program will be null and void for those students who (select at least one):

- Verbally or physically abuse their peers or staff of the institution.
- Willfully destroy any object or equipment belonging to the institution.
- Refuse to participate in activities that are part of the Program.
- Other

**If the checkbox above is marked:* Provide an explanation of the 'Other' circumstance(s) in which a student may be dismissed from the Access Program.

(Type up to 1000 characters.)

Program Overview

Required Hours

The Access Program is a two-year program that provides at least 360 hours of English language instruction over the course of the program, reasonably distributed over the two year period, and includes an introduction to U.S. culture and values. These hours of instruction can be provided during after school instruction and intensive sessions. Please review the detailed description of what constitutes [After School Instruction and Intensive Sessions by clicking this link](#).

Describe in detail the **After School Instruction** that will take place during the provider's Access Program. Include such information as a description of instruction components; if classes will occur before school, after school, or on weekends; and how many hours a day, days per week, and number of weeks instruction will occur.

Note: The duration and hours of the After School Instruction indicated below must match the duration and hours indicated on the proposal budget (Section 9).

(Type up to 2000 characters.)

Describe in detail the **Intensive Sessions (may be a winter or summer intensive session)** that will take place during the provider's Access Program. Include such information as a description of intensive session components, who will participate, how many sessions will occur, the duration of each intensive session (in days or weeks), and how many hours per day or hours per week intensive sessions will occur. Intensive sessions are allowed to provide a maximum of 40 hours per week of instruction.

Note: The duration and hours of the Intensive Sessions indicated below must match the duration and hours indicated on the proposal budget (Section 9).

(Type up to 2000 characters.)

Ceremonies

Opening Ceremony:

At the beginning of the Access Program, the students and their teacher(s) must be invited to a welcome ceremony. The U.S. Ambassador or other U.S. Embassy / Consulate Officer should be invited to present each scholarship recipient with a certificate of award that confirms their status as a recipient of a two-year scholarship as part of the English Access Microscholarship Program.

Closing Ceremony:

At the culmination of the Access Program, participants must be invited to attend a graduation ceremony. The U.S. Ambassador or U.S. Embassy / Consulate Officer should be invited to award certificates of completion to the students.

Optional: Provide any additional information regarding the opening and/or closing ceremonies of the provider's Access Program. Include a description of any ceremonies or ceremony components not described above.

(Type up to 1000 characters.)

Indicate how the provider will include the Public Affairs Section in efforts to garner media attention for events such as opening and closing ceremonies, enhancement activities, and intensive sessions.

(Type up to 1000 characters.)

Program Evaluation

Evaluation Overview

The provider will establish a system for monitoring and evaluating the progress of Access students. This may include establishing a baseline of English language ability, evaluation guidelines, and progress benchmarks. At the completion of the Program, the English language ability of the students may be assessed. Additionally, a survey may be administered at the beginning and end of the Program to garner information regarding the students' opinions of the Program, their experience as an Access student, and their attitude toward the U.S. and its citizens.

Below are suggestions for program evaluation. In each textbox following the suggestions, provide information regarding how the provider will assess, monitor, and evaluate student progress at the beginning, middle, and end of the program.

Beginning of the Process:

A language proficiency or placement test may be administered to provide a baseline for evaluation.

(Type up to 2000 characters.)

During the Process:

The students may take a variety of oral and written evaluations. Aspects of student performance to be evaluated may be listening comprehension, verbal communication, accuracy, and fluency.

(Type up to 2000 characters.)

End of Process:

The students may complete a survey including program evaluation, teacher performance, educational relevance, etc. The students may re-take the language proficiency or placement test at the end of the course. This would allow for a clear, comparative progress analysis for each student. Other diagnostic tools may be used.

(Type up to 2000 characters.)

Evaluation Methods

Optional: Complete the table below for each evaluation method that will be used to determine the students' final grade. Use percentages for the weight distribution. If you are not using one of the methods, enter 0%. The total evaluation weight should equal 100%.

Evaluation Methods	Weight
Attendance	%
Class Performance	%
Written Exams	%
Oral Exams	%
Homework	%
Community Service	%
Total	0%

Graduation Requirements

Indicate the minimum passing grade and minimum passing attendance for Access students.

Minimum passing grade is %

Minimum passing attendance is %

Optional: List all other graduation requirements for the provider's Access Program.

(Type up to 1000 characters.)

Quality Control

Reporting and Certificates

Read and validate the information below:

- *Students will be bright, economically disadvantaged to year olds. The provider will send written and financial reports to the respective U.S. Embassy / Consulate, AMIDEAST Headquarters, and the Office of English Language Programs in Washington D.C., and establish a system and schedule for sending the reports. Students will receive a Certificate of Award at the beginning of their Access Program as well as a Certificate of Completion at the end, both signed by the U.S. Ambassador or other U.S. Embassy / Consulate Officer.

Program Requirements

Validate each quality control requirement that the AMIDEAST - Demo Access Program will fulfill. Each requirement is mandatory.

- *Participants will receive a Certificate of Award signed by U.S. Ambassador or other U.S. Embassy / Consulate Officer.
- *Participants will receive a Certificate of Completion signed by U.S. Ambassador or other U.S. Embassy / Consulate Officer.
- *This is a 2 year program.
- *Participants will receive at least 360 hours of instruction over the course of the program, reasonably distributed over the two year period.
- *Access students will be between and years of age at the start of the Access Program.
- *Access students will be economically disadvantaged.
- *The provider's Access Program will be gender-balanced.
- *The provider will send written and financial reports to the respective U.S. Embassy / Consulate, AMIDEAST Headquarters, and the Office of English Language Programs in Washington D.C. on a scheduled basis.
- *The provider will complete the Access student enrollment form. This form must be submitted at the start of the program and then updated at the end of the program.
- *The provider will file completed Access Photo and Video Release forms for all students (pending parent/guardian approval) and teachers at the start of the program.