

## Request for Proposals 2019

Request for Proposals: Israel: DESIGN AND IMPLEMENTATION OF THE ENGLISH ACCESS MICROSCHOLARSHIP PROGRAM, 2019-2021

Announcement Type: Sub-award

Funding Amount: TBD

CFDA: 19.040

Opening Date: Monday, May 13, 2019

Closing Date: midnight, Sunday, June 23, 2019

Program: English Access Microscholarship

Public Affairs Section of the U.S. Embassy Jerusalem, Branch Office Tel Aviv

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### **Background:**

In order to build stronger cultural links between the U.S. and host countries around the globe, the U.S. Department of State created the English Access Microscholarship Program (Access) in 2004. Access provides youth from economically disadvantaged communities with English language and other global citizenship skills that improve educational and employment prospects, build stronger self-esteem, and provide a deeper multi-cultural understanding. The program serves as a viable educational model for communities with leadership, creative and critical thinking, information technology, and civic outreach components. Participants, all ages 13-20, are expected to play active roles in their country's socio-economic development and have greater opportunities to engage in a dialogue to resolve local and global challenges. Since its inception in 2004, approximately 150,000 students in more than 85 countries have participated in the Access Program. In Israel there are approximately 8,000 Access alumni, many of who are studying at, or have graduated from, top-tier universities throughout the country.

### **Project description:**

The goal of the Access Program is to equip bright, talented, economically deserving high school students with a range of global citizenship skills anchored by the core components of enhanced English language skills and a stronger Israel-U.S. cross-cultural understanding. The global citizenship skills aim to build individuals with stronger self-esteem and a keen sense of public service in an increasingly globalized world. Global citizenship skills include, but are not limited to, critical and creative thinking, leadership, information technology, civic outreach, and media literacy.

The English language component should break from traditional models to deliver a more meaningful, interactive language learning experience centered on the learner. Project-based and task-based approaches should be employed in order to help the learner use English to understand, discuss, and resolve authentic local and global challenges. Enhancement and off-site immersion activities should help extend the language learning experience beyond the classroom walls.

Access classrooms should serve as strong educational models for a community. Programs should, where possible, be aimed at sharing new and relevant practices with English teachers in other schools, especially those from which the Access students are chosen. Other members of the community, including interested administrators, content teachers, and future educators studying at nearby universities, can also be included in outreach efforts. The participants' parents should also be made aware of what and how the students are learning, and appraised of what can be done at home to encourage further learning. Civic outreach activities should further cement the connection between the Access program and community.

The various aspects of the Access Program are:

### **After-School/Weekend Instruction**

The Access Program must deliver a minimum of 360 hours of instruction, though a higher quantity of hours is encouraged and can make proposals more competitive. The core component of the time should be in classes meeting at

least twice per week, and as often as four times per week. Classes typically last from 1.5 to 3 hours. It is the responsibility of the Provider to consider the schedule of the students, especially during the initial recruitment phase, to ensure that Access classes do not interfere with students' regular school schedule.

### **Enhancement Activities**

Enhancement activities aimed at fostering Israel-U.S. cross-cultural understanding, as well as at developing other key global citizenship skills, are strongly encouraged throughout the program. These activities should be seen as an opportunity for educators and students to be creative and to extend the learning experience beyond the classroom walls. Trips to museums, workplaces, theaters, etc. are encouraged. Other possibilities include civic outreach activities such as volunteering at a nearby senior citizens home, tutoring primary school students in English, and organizing the cleaning of a nearby park or forest. In-school activity possibilities include filming role plays, hosting a visiting English Language Fellow or Specialist, creating a web page in the computer lab, creating a program newspaper, celebrating a key U.S. holiday such as Martin Luther King Day, or running a Model United Nations activity. If a Provider is using a centralized approach, the central office could incentivize creativity by allowing Access sites to draft proposals for more elaborate enhancement activities.

Guest speakers that can be linked to the curriculum is another option. U.S. Fellows or Specialists that are visiting or living in or near the city hosting the Access site are excellent options. Taking advantage of other speakers such as Access alumni, Fulbright alumni, key civic leaders, U.S. Embassy visitors and volunteer speakers from the U.S. Embassy Speakers Program, local businesspeople and community leaders, is also possible. Sites should approach the selection of such speakers creatively and carefully.

It is recommended to have a minimum of at least one enhancement activity per month. The hours used for such activities will be counted as part of the total number of hours of instruction. Providers must submit monthly highlights (see "Functional Requirements" below); the most successful enhancement activities are often the best highlights.

### **Off-site Immersion Sessions**

Toward the end of the Access Program, an off-site immersion experience lasting between two and five days should be included in the program. Such sessions can occur on weekends or at the very end of the regular school year or during the summer. As with the time used for enhancement activities, these hours – generally eight per day – are counted toward the total number of hours of instruction. The aim of these sessions is to provide students with time to fully experience an English-medium environment outside of the classroom for a sustained period of time. A typical day consists of a variety of team-building, challenge-solving, and creative activities that allow the students to gain confidence in English and to consolidate the global citizenship skills that they have been learning during the entire program.

Staffing off-site immersion sessions requires an all-hands-on-deck approach, and the Provider is encouraged to find partners to implement these sessions. Several entities in Israel already have extensive experience with summer camps and other educational off-site programs and should be considered as potential sub-grantees. Another approach is to hire or contract out an external expert to develop the program in conjunction with the Provider's staff. It is also possible to recruit the support of an English Language Fellow or Specialist to help, as well as alumni of other U.S. Embassy programs, including the Access program itself. Finally, where possible, students at local university English Language Teaching departments can be considered an excellent way of bringing on board young, talented individuals who are also looking for an opportunity to extend their understanding of language instruction beyond the classroom walls.

### **Community Outreach**

The Access Program site should serve as a model classroom. Efforts should be made to reach parents and other English teachers in the community, as well as include teachers of other subject matters, administrators, English Language Fellows, alumni, etc. in the Access experience, where appropriate. While it is understandable that such efforts should not interrupt instructional hours, a plan should be made to reach out several times during the Access program to key groups that stand to gain from being informed about the unique program. Examples include holding a workshop for parents addressing how to support a child learning a foreign language, a workshop for future teachers at a nearby English language teaching department or for current teachers at the schools from which Access students have been

recruited, and a meeting for administrators to better understand how to create stronger foreign language programs in their own schools.

### **In-Country Educational Service Provider: Roles and Responsibilities**

#### **Proposal Eligibility Requirements:**

Proposals may be submitted by Israeli or U.S. based organizations.

#### **Number of providers:**

The U.S. Embassy reserves the right to split the project between two or more providers.

#### **Program Implementation Location:**

The Embassy prefers that the Provider oversee multiple implementation locations. The proposal should cover the sites where the Provider is confident it can deliver a safe space, with a qualified administrative and teaching staff, over the duration of the program. Each site should have no more than 20 students per class. Clean and safe premises for high school aged students is a non-negotiable requirement. The Embassy reserved the right to modify the locations once a final proposal is chosen.

The Embassy's goal is to extend the Access program to as diverse an audience as possible. Providers may therefore consider including multiple geographic areas in cities/towns of varying sizes. Providers that specialize in one specific geographic region or audience can also submit proposals that focus on that specific area or audience.

#### **Program Calendar:**

The start date of the program will depend largely on the length of the negotiation, contract finalization, and student selection phases. The program should begin spring 2019. The program is to last no longer than 24 months. The participating students should be of Junior High or High School ages (13-20). Providers must prepare themselves to be as flexible as possible with regard to start dates due to issues that may occur before an agreement is signed and during student recruitment.

#### **Technical and infrastructure requirements:**

The provider must specify the location(s) of the Access program and space that will be used for the classes and activities. The provider must either provide verification that the space belongs to the grantee or a written agreement with the holder of the space. The space must have seating for at least 15-20 students; it must have a blackboard/whiteboard, power outlet, air-conditioning (for the summer months), and minimal sanitary requisites. The space should also have internet capability (or the grantee should consider providing for this separately). Providers are also encouraged to share any other unique learning spaces on the premises that are accessible to the program and that add to the overall experience (theater, garden, sports facility, etc.).

#### **Functional requirements:**

- a) The provider will collaborate with the Embassy to set criteria for and identify economically disadvantaged youth to be enrolled in the program.
- b) The provider is responsible for creating a highly effective and innovative method for identifying and, if necessary, recruiting highly competent Access teachers.
- c) The provider is required to produce frequent reports (usually quarterly) and a substantial final performance reports. The provider should monitor students' attendance and performance.
- d) The provider will submit monthly 1-3 paragraph highlights, with photos, based on criteria to be provided at a later date, for an internal U.S. Department of State audience.
- e) Maintain records on graduates that will be added to the U.S. Embassy's Alumni database in order to include in follow-on programming.

#### **Assumptions and agreements:**

The Provider should craft a proposal that can serve a group up to 240 students, depending on the Provider's capability, infrastructure, and geographic spread. The budget per student should be no higher than \$1,500. The Embassy

recommends that the interested Provider find creative ways of extending the quality and quantity of the students' learning experience for this amount as opposed to compete based on a lower cost per student. The total of the proposal should not exceed \$500,000. However, this figure is an approximation and the Embassy reserves the right to modify the total. All possible costs for parents – including tuition (overhead, teachers' salaries, and administration), materials, enhancement activities, off-site immersion sessions and, where relevant, transportation for the students – should be covered.

The Provider's instructors for this program should have a minimum of three years experience teaching full-time in any institution, though preferably at a K-12 level. The instructors should be comfortable and fluent in English and have some cross-cultural experience, preferably with U.S. culture (familiarity with the culture is stressed over actually having visited the U.S.). The instructors should have progressive views about methodology, employing learning-centered approaches that focus on tasks and projects that lead to interactive classes. The instructor should be adept at integrating modern technology into the classroom, and at creating a linguistic risk-taking atmosphere that allows students to learn in a comfortable and fostering environment.

**Submission information:**

The proposals should be submitted to the Public Affairs Section, U.S. Embassy Jerusalem, Branch Office Tel Aviv electronically to [JerusalemEMBPDAccessProgram@state.gov](mailto:JerusalemEMBPDAccessProgram@state.gov) **The deadline for submission is midnight, June 23, 2019.**

**Basis for award of the grant:**

The grantee should be an established non-profit institution or a non-governmental organization (NGO) with at least 3 years of experience in administering educational programs and/or teaching English, preferably to the target age group. The grantee must have access to an established core of English instructors willing to commit their time to this project. The grantee must identify the location(s) and venue(s) that will be used for this program (verified with a document/preliminary agreement) and will be responsible for recruiting students and, in consultation with the Regional English Language Office, developing the curriculum. Organizations with previous experience and a capacity of working with educational institutions on a national level will be given priority.

**Format of the proposal:**

- (A) **Narrative:** A narrative document, no longer than eight pages, that describes the program in detail is required. This document should include a description of: 1) the grantee organization, including relevant resumes and previous experience; 2) the afterschool/weekend classes, enhancement activities, off-site immersion sessions, and community outreach plan; 3) student recruitment plan; 4) student retention plan; 5) materials to be used; 6) monitoring plan; 7) professional development plan for teachers; 8) teacher profile; 9) branding plan, and 10) Access Program location(s).
  
- (B) **Budget:** The budget spreadsheet should include all program costs. Categories include a breakdown of costs for the two-year program (e.g. instruction, books/materials, transportation, administration, and enhancement activities), the total number of students to be enrolled, the start and end dates for instruction, the number of hours of instruction students will receive per week and year, and the type of program (e.g. after-school, weekend, full-time, or English language intensive sessions). Off-site immersion sessions must be listed as a separate row of the Budget Spreadsheet, with a complete cost breakdown. A breakdown of any cost-sharing by the grantee should be submitted in a separate spreadsheet.

**Additional information:**

For additional information or clarification please contact the U.S. Embassy Public Affairs Section at [JerusalemEMBPDAccessProgram@state.gov](mailto:JerusalemEMBPDAccessProgram@state.gov) by COB June 12, 2019. No more questions will be answered after the June 12 deadline.