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2024 CONTACTS & FEES

PRIMARY CONTACTS FOR GRANT PROGRAMS

Title	Person	Contact Info	Contact For:
Director, Operations & Special Programs	Ashleigh Caws	Acaws@aifs.org 203-399-5063	<ul style="list-style-type: none"> • YES and FLEX Program Oversight • Enhancement Activities/Funds • Incidental tracking forms • Stipends • Additional Grant LC Training and Resources
Regional Director: Placement Specialist	Ashley Byrnes Lily Earl-Hecht Lily Schwoerer	AByrnes@aifs.org 203-399-5169 Learlhecht@aifs.org 203-399-5041 lschwoerer@aifs.org 203-399-5660	<ul style="list-style-type: none"> • Placement of all YES and FLEX students
Regional Director: Support Specialist	Inara Laganovska Anna Canzoneri	llaganovska@aifs.org 203-399-5085 Acanzoneri@aifs.org 203-399-5119	<ul style="list-style-type: none"> • On-program support issues • Community service approval • Insurance assistance
Director of Student Services	Virginia George	VGeorge@aifs.org 203-399-5097	<ul style="list-style-type: none"> • High level on-program support issues • Placement Oversight • Student workshops and events • Student of the Month Nominations

GRANT FUNDS & FEES

Funds	YES	FLEX	Payment Schedule
Placement	\$800 per student \$400 per lead placement (\$700 placement without interview)	\$800 per student \$400 per lead placement (\$700 placement without interview)	Paid upon completion of all required placement documents
Supervision	\$800 per full-year student; \$600 per semester student	\$800 per student	Paid monthly as monthly reports are received and approved
Enhancement	\$400 per full-year student; \$200 per semester student	\$400 per student	Reimbursement upon receipt of documentation of costs
Incidentals	\$300 per full-year student; \$150 per semester student	\$300 per student	Paid in August/September and January for semester students
Stipend	\$204 per month	\$204 per month	Paid monthly to student AYA Debit Card (includes ATM fees)

INTRODUCTION TO AYA GRANT PROGRAMS

AYA is proud to work with the FLEX Program (Future Leaders Exchange), and Kennedy-Lugar Youth Exchange and Study Program (YES), which are funded by the U.S. Congress and administered by the Department of State's Bureau of Educational and Cultural Affairs (ECA). FLEX and YES students engage in activities to learn about American society and help educate Americans about their countries and cultures. The programs place special emphasis on leadership skills and seek ways for participants to develop these skills during the school year. Students will apply their leadership skills when they return home and become involved in a well-established alumni network. YES and FLEX students reflect a wide range of socioeconomic, cultural, and religious affiliations within their countries, including people with disabilities. Participants are selected through an open, merit-based selection process in each country. Scholars are selected based on a variety of indicators, including an evaluation of their personal qualities, such as adaptability, leadership potential, and motivation for an intercultural experience.

Future Leaders Exchange Program (FLEX)

The Future Leaders Exchange (FLEX) program is funded by Congress under the FREEDOM Support Act and administered by the Department of State's (DOS) Bureau of Educational and Cultural Affairs (ECA). The program's goal is to provide an opportunity for high school students from Eurasia to experience life in a democratic society and promote democratic values and institutions in their home communities. AYA places FLEX students from the following countries: *Armenia, Azerbaijan, Czech Republic, Estonia, Georgia, Greece, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Montenegro, Poland, Romania, Serbia, Slovakia, Slovenia, Tajikistan, Turkmenistan, Uzbekistan, and Ukraine.*

FLEX Program Goals

The goal of the FLEX program is to engage youth and foster relationships between people of Eurasia and the United States by enabling students to:

- Gain an understanding of American culture, diversity, and respect for others with differing views and beliefs
- Teach Americans about their home countries and cultures
- Interact with Americans and generate enduring ties

- Explore and acquire an understanding of the key elements of U.S. civil society, act at the grassroots level to deal with societal problems, and develop an awareness of and respect for the rule of law
- Share and apply experience and knowledge in their home communities as FLEX alumni, initiating activities that focus on development and community service

Kennedy-Lugar Youth Exchange and Study Program (YES)

The Kennedy-Lugar Youth Exchange and Study (YES) Program is an innovative high school exchange program funded by the U.S. Department of State's (DOS) Bureau of Educational and Cultural Affairs (ECA). The YES Program evolved out of a generalized recognition that public diplomacy efforts had been neglected in many countries around the world for many years and that the effects of this came into stark focus in the aftermath of the events of September 11, 2001. This public diplomacy initiative is designed to build bridges of international understanding, especially between Americans and people in countries with significant Muslim populations. AYA places YES students from most of the following countries (this may vary from year to year): *Albania, Bahrain, Bangladesh, Bosnia-Herzegovina, Bulgaria, Cameroon, Egypt, Gaza, Ghana, India, Indonesia, Israel, Jordan, Kenya, Kosovo, Kuwait, Lebanon, Liberia, Libya, Macedonia, Malaysia, Mali, Morocco, Mozambique, Nigeria, Pakistan, Philippines, Saudi Arabia, Senegal, Sierra Leone, South Africa, Suriname, Tanzania, Thailand, Tunisia, Turkey, and West Bank.*

YES Program Goals

- Promote better understanding of U.S. society, people, values, institutions, and culture
- Acquire an understanding of civil society, the qualities of leadership, and respect for diversity through participation in activities
- Interact with Americans and generate enduring ties
- Enhance Americans' understanding of other countries and cultures
- Engage alumni in leadership skill-building and community service activities that further mutual understanding and civil society among the citizens in their home countries

YES, FLEX and AYA

The experience of a FLEX and YES student is much like that of any other AYA student. They will be expected to participate as traditional AYA students, with additional cross-cultural

teaching and enhancement activities. Grant students are also responsible for participating in several activities that will enhance their experience and promote the goals of their program, such as community service, International Education Week and enhancement activities that focus on diversity, leadership, volunteerism and civil society. For this reason, our grant students should be placed in **clusters of at least three students** to enable students to gather together during the year to participate in these enrichment activities. Outlined below are differences between the core program and grant programs:

Category	FLEX and YES Programs	Core Program
Orientations	Along with arrival orientations, students participate in Mid-Year & Re-Entry Orientations	Students are not required to attend a Mid-Year or Re-Entry Orientation
Program fees	Students are given merit-based scholarships	Students pay a fee
Visa sponsor	DOS sponsors student's J-1 Visa	Placement Organization (AYA) sponsors student's J-1 Visa
Arrival and Departure Travel	Arrival and departure travel arranged by American Councils with limited flexibility	Arrival and departure travel arranged by AYA & Overseas Partners
International Travel	American Councils must approve and validate student's DS-2019 visa. Additional requirements.	AYA must approve and validate student's DS-2019 visa
Communication Channels	Additional communication channels: AYA → American Councils → Overseas Partner → Natural Parents	AYA → Overseas Partner → Natural Parents

Site Visits	AYA must conduct in-home site visits	In-home site visits are not required
Student Responsibilities	Must complete 50 hours of community service and participate in enhancement activities	Must complete 10 hours of community service
Funds	Students receive incidental funds and a monthly stipend to help cover the cost of program related expenses	Students are financially responsible for program related expenses (clothing, toiletries, social activities)
Enhancement Activities	Students are required to participate in enhancement activities that fulfill program goals	Students are not required to participate in enhancement activities

GRANT LC RESPONSIBILITIES

AYA carefully chooses Grant Local Coordinators (Grant LCs) who can bring to this unique opportunity his/her experience in cross-cultural communication, conflict resolution skills, demonstrated success working with local press and media, a solid relationship with a community high school, along with a flexible and creative frame of mind. This is a very highly regarded government-sponsored grant, and as such we are looking for those LCs who will help us meet and exceed the goals of the FLEX and YES programs.

General Responsibilities

1. Placement: The Grant Local Coordinator is expected to recruit host families for a minimum of three grant students. A grant cluster can be shared with another Grant LC if both live within an hour's drive.

2. High School Enrollment: Developing individual relationships with high school personnel is strongly encouraged. The school should recognize the learning opportunity provided by the FLEX and YES programs and be prepared to work with AYA and the LC to develop cross-cultural learning experiences throughout the year. A letter from the Department of State is available to use as a tool when introducing schools to the FLEX and YES Programs; this letter can be found on the LC portal.
3. Orientations: The Local Coordinator will provide a **mandatory** grant-specific AYA orientation for host families and students. The LC should not combine this session with other AYA host family/student orientations. Additionally, Local Coordinators are required to conduct a re-entry orientation for all YES/FLEX students. Orientation content will be provided by AYA for LC use.
4. Contact with the Regional Directors: Maintain monthly contact with assigned Regional Director to provide updates regarding enhancement activities, achievements and any supervision issues.
5. Training: The Local Coordinator is required to participate in an initial training program upon being fully vetted by the AYA national office specifically for grant programs. All Local Coordinators are required to participate in any and all other required trainings that are offered throughout the academic year.
6. Media Outreach: The Local Coordinator must follow communication guidelines as listed in the Grant LC manual. Newspaper articles or media interviews must be submitted in a timely manner to AYA. Notify AYA of scheduled interview in advance whenever possible.
7. Community Service Requirement: Ensure student participation and tracking of volunteer activities via Mobile Serve app. A minimum of 50 hours of community service is required of FLEX and YES students by the end of the year. Students are required to track their own hours and seek LC approval for all hours as submitted via email.
8. Student Participation: Inform and encourage students to participate in unique FLEX/YES/Department of State sponsored competitions such as Civic Education Week and activities like Global Youth Service Day. Ensure that FLEX and YES students participate in International Education Week by giving a presentation in a school or

doing some other pertinent activity. Encourage students to join the alumni network upon return to their home country.

9. Incidentals Allowance Management: Oversee Incidentals Allowance for each student for the year. Guidelines for suitable expenditures are provided more specifically in this Grant LC manual incidentals section. Complete the Incidental Tracking Form and submit it to the Director of Operations and Special Programs at the end of each quarter. Host families and/or students must submit receipts to the LC in order to be reimbursed. The LC **must** reimburse the payee in a prompt manner for appropriate expenses. Any funds that are not used or accounted for must be returned to AYA via a check made payable to AYA.
10. Enhancement Activities: Provide a minimum of 6 opportunities for FLEX and YES students to participate in enhancement activities, or 3 for semester students. All activities must be educational in nature and fulfill one of the program goals: American Society, Diversity, Leadership, and Volunteerism. The LC is responsible for confirming if the expense is permitted prior to the activity. In order to receive reimbursement, the LC must submit the required paperwork to the Director of Operations and Special Programs in a prompt manner.
11. Leadership Development: Provide and/or encourage students to develop their leadership skills through workshops, trainings and activities. Training should focus on developing specialized skills such as public speaking, team building, critical thinking, and goal setting. Activities should foster civic responsibility, tolerance, public service, conflict resolution and management. Enhancement activity funds may be used to cover necessary expenses.
12. Tutoring & Supporting Students with Disabilities: If the Local Coordinator supervises a student who is part of the Language Program and requires English or other academic tutoring, the LC is expected to set up resources for the student such as a tutor. If the Local Coordinator supervises a student with a disability, the LC is expected to support that student and ensure reasonable accommodations are made at the home or in school. The LC should work closely with the Regional Directors to provide

accommodations and resources. Funds are available to help finance necessary expenses.

Compensation – 2024-25

Grant LCs hold additional responsibilities and receive additional compensation. You will be paid for placing and supervising a grant student, including any orientations that you may provide during the year. These payments may arrive in separate checks or deposits.

Please be aware that if AYA does not receive your student forms, your additional supervision payments may be withheld.

Please refer to page (3) for a list of current fees and grant funds. For any questions please contact the Director of Operations and Special Programs.

Placements

Placement payments will be paid as soon as all required placement paperwork is received and approved.

Supervision

To be eligible for payments, the Local Coordinator must follow AYA's monthly contact requirements and submit student reports by the specified deadline. Supervision payments will be issued each month over a period of 10 months. Payment will be issued once the monthly student report has been submitted and approved.

ROLES & RESPONSIBILITIES

Academic Year in America

AYA has established a multi-tiered approach to the staffing structure for the grant programs. This approach ensures that there is a comprehensive system in place to effectively support each YES and FLEX student and deliver a quality program. The **Regional Directors: Support Specialists** are the main point of contact for all grant students and Local Coordinators while on program. They will maintain close contact with students, host families, and LCs throughout

the year, in addition to serving as the primary liaison between AYA and American Councils (AC) for On-Program support.

Local Coordinators will work with the **Regional Director: Placement Specialists** assigned to their state to place YES and FLEX students. The RD will work with the LC on matters related to the student prior to arrival (i.e. immunization requests, inbound travel, placement presentations etc.).

The **Director of Student Services** focuses on proactive student outreach efforts, managing student support cases, and developing a meaningful relationship between grant students and AYA support staff, by creating opportunities to connect with them personally throughout the year. The Director of Student Support maintains on-going contact with students via e-mail and by phone and will offer ongoing guidance for sensitive support cases. The Director of Student Support works directly with the Regional Director, Director of Special Programs, American Councils and ECA to manage any incidents regarding allegations or incidents of sexual, physical, or emotional abuse. The Director of Student Support is also responsible for collecting and tracking student community service hours, promoting and administering student contests, and disseminating information about student opportunities and workshops.

The **Director of Operations and Special Programs** is responsible for general administration of the grant programs including oversight of regulatory and financial provisions. The Director of Operations and Special Programs serves as the senior contact to ECA, ensuring that all data requests from ECA and AC are promptly addressed and that the programs are operating in compliance with all exchange visitor program regulations. The Director of Operations and Special Programs ensures the timely dispersal of all grant funds to students, LCs, and host families. All forms and inquiries related to student expenses should be sent directly to the Director of Operations and Special Programs.

American Councils (AC)

AYA works with American Councils, a non-profit organization that administers the YES and FLEX programs and is responsible for the general oversight of:

- ✓ Student Recruitment

- ✓ Student Selection
- ✓ Pre-Departure and Arrival Orientations
- ✓ International and U.S. domestic travel
- ✓ On-Program Support
- ✓ Alumni Programming

Bureau of Educational and Cultural Affairs (ECA)

The U.S. Department of State's (DOS) Bureau of Educational and Cultural Affairs (ECA) is a government agency that is responsible for the funding, design and implementation of the YES and FLEX programs. The ECA sponsors the student's J-1 visa and is responsible for the oversight of operating the FLEX and YES programs, including on-program support. The ECA has a vested interest in the success of each student and maintains a connection with students through e-monitoring, site visits and reporting from each Placement Organization.

RECRUITMENT, SELECTION & PLACEMENT

Recruitment and Selection

FLEX and YES scholarships are highly regarded and create many possibilities for students who are given the opportunity to participate in these programs. With the high volume of applicants, the selection process takes several months. Participants are selected based on the criteria stated in the DOS Regulations. Participants are at least 15 years old and no older than 18.5 as of the start of the program. Students cannot participate in the program if they have previously attended school in the U.S. or participated in an exchange program in the U.S.

Selection Criteria:

- English Language Proficiency
 - Students take a standardized test to measure their language skills. Students who score low initially will be retested. A small number of students who are accepted into the program will need English language enhancement training/tutoring upon arrival to the U.S.
- Personal Interview

- Students are interviewed to evaluate their suitability for the program and may participate in small group activities in addition to the interview to evaluate how they interact with peers
- Student Motivation, Maturity, and Readiness for an exchange experience
 - These factors are measured through in class essays, application and explored in the interview
- Letter of Recommendation
- Academic Performance
 - Students are required to submit full academic transcripts for the current and two previous years. Generally, students need to have a B average or better to be selected into the program
- Health
 - Medical professionals evaluate applicant's health status to ascertain fitness to participate in the program. *It is important to note that certain vaccines are not readily available or affordable in some countries and students will have to obtain the required immunization when they arrive. Emergency Funds can be used to cover the cost of immunization expenses that are required by the school if all other coverage options have been exhausted. The host family or LC can submit a receipt to the Director of Operations and Special Programs for reimbursement.

Students with Disabilities

The YES and FLEX programs put a special emphasis on recruitment of students with disabilities with the expectation that students can take what they experience here to be advocates for accessibility and rights of people with disabilities in their home countries.

The students are placed with host families and receive ongoing support from the AYA staff regarding their disability-related interests, concerns, strengths, ideas and anticipated challenges.

Prior to arrival in their host community, students with disabilities attend a three-day workshop in Eugene, Oregon run by Mobility International USA (MIUSA), a foundation in charge of doing an evaluation of students once they are recruited to participate on the program as

well as providing valuable support and resources to families and schools during the year. During the workshop, the students practice culturally appropriate approaches to disability-related situations, have mentoring sessions with community members and join various activities to practice leadership, teamwork and problem-solving skills.

Accommodation funds for students with disabilities are administered by American Councils, together with the ECA. Funding can only be provided for services or equipment that are essential to the student's successful completion of the FLEX or YES Program. AYA must submit a request for funding prior to the purchase of the equipment/service.

Language Program

A small percentage of students are selected for the Language Program (LP). These students are qualified for the program but need additional English language support. All language programs should focus on conversational English. The Language Program should be individualized to meet each student's specific needs.

Language Program Requirements:

- LP students should be offered a minimum of 20 hours of intensive tutoring at the start of their exchange program, up to 60 hours maximum, to be completed in the first three months of their arrival.
- Tutoring can continue as long as the student and tutor feel it is necessary
- Acceptable instruction methods include one-on-one professional tutoring or group tutoring conducted by trained professionals. Curriculum should focus on oral/aural proficiency, including conversation practice, comprehension, pronunciation, vocabulary development, and sentence patterns. Less emphasis should be placed on grammar.
- Unacceptable instruction methods include language tapes, online courses and other self-directed forms of study.
- Should you place a student in the Language Program you will work with the Regional Director to make sure these requirements are met. There is additional funding available to support these students.

- In order to receive funding submit an invoice to the Director of Operations and Special Programs to be paid directly to the tutor or reimbursed to the payee.

Placement Guidelines and Presentations

Due to the cultural background and language fluency of the YES and FLEX students there are guidelines for placements that are only applicable to YES and FLEX students.

- **ALL** double placements must be presented to the student for acceptance.
- As with students on any program, students who share a common language and can converse freely cannot be placed together.
- Student profiles are made available to view online prior to the student being aware of their acceptance to the program. Compliance will withhold contact information from the host family and Local Coordinator until permission is given to make contact. Once the contact information has been sent, **please allow for 5 business days before initiating contact** to allow our Overseas Partners enough time to notify the student of the placement.
- Students may not be charged for private school tuition. If tuition is waived, a note to that effect is required.

Non-Traditional Public-School Placement

ECA must concur before a student may be placed in a non-traditional, private, charter, or boarding school (disability students only). AYA must provide ECA with the following with the request for approval:

1. Name, location and type of school
2. Confirmation that school is fully accredited, including the name of the accrediting body
3. Number of students enrolled in school and grade the student will be placed in
4. Impact on housing: dormitory, with host family, or with HF on weekends only
5. Impact on programming: will the placement interfere with participation in regular program enhancement activities?
6. If this a religious school, what faith? Are there religious coursework and/or activity requirements? Is daily worship mandatory? Do students of other or mixed faiths attend the schools?

7. Is the school all girls or all boys? Other diversity of note?
8. Provide synopsis of available electives and extracurricular school-organized activities
9. Cost arrangements: Will all costs be waived or donated? Note that DOS does not generally provide grant funds for tuition.

Religion Guidelines for Local Coordinators

In cases where the host family does not attend religious services or observes a religion different from the students, the Local Coordinator may need to help the student find an appropriate place to worship. Students can be encouraged to join all host family activities and may find it interesting to observe another aspect of American culture, but it is their choice to attend or not to attend religious services. Host families and Local Coordinators must respect the student's choice.

MONITORING & EVALUATION

One of the most critical aspects of your role as a Grant LC is the close supervision of your students. Supervision involves monthly personal contact with your students and their host families as well as regular contact with schools your students attend. The objective of student supervision is to ensure that all program participants have a satisfying and successful year within a fully compliant program. Ongoing contact with your students will enable you to monitor their experience while minimizing the need for mediation. Please notify the Regional Director as soon as a supervision case begins to brew.

Monthly Reports

Consistent, open communication with each of your students will be tracked through monthly supervision reports that you submit to the AYA national office online. These monthly reports will document that you have contacted your student(s) every month. If an in-person meeting is impossible in a given month, a phone call or videoconferencing may substitute for a maximum occurrence of every other month. **It is imperative that supervision reports are completed and submitted on time each month. The DOS commonly requests student monthly reports among other compliance paperwork in any supervision case they are**

notified of. This includes but is not limited to, medical issues, probation, early return requests, and host family changes.

Upon successful completion of your report each month, you will receive your supervision payment. The report must be received and approved in order for the payment to be issued.

Monthly Surveys

Students will receive a monthly survey via email that they are expected to complete and submit to the student support team. Surveys are useful to track the student's progress and provide useful data to ensure all students are having a safe and successful experience. Students will also be required to complete an End-of- Stay survey.

Site Visits

AYA and the Youth Programs division at the Department of State work together to coordinate site visits to ensure as many students are seen as possible throughout the year. Site visits are a requirement of the Grant programs and are done in order to check on the students in their host communities to make sure they are doing well, to meet the host families in their homes and to thank the Local Coordinator, the host families and schools for all that you do. If you are selected for a visit, we will ask for your assistance in setting up meetings with your school administrator(s) and in-home visits with your students and their families. It would also be great to get your students together for a group activity during the time of the visit. AYA will inform you immediately once we are notified that the DOS would like to conduct a site visit to your cluster. This is a great opportunity to show off all the great things you do for the grant students. In an effort to increase the number of students the DOS connects with, they may also set up times to video conferences with the students.

Communication Channels

AYA works with American Councils, the organization that is responsible for general administration of the grant programs including but not limited to: recruitment and selection; student travel; pre-departure orientations; Civic Education workshops, alumni programming, on-program support, and communication with natural parents.

American Councils plays a key role in on-program student support. AYA reports student support cases to American Councils who works with overseas partners (hub) to convey the issues to the natural parents. American Councils has an established network of experienced and well-trained representatives in all FLEX and YES countries who remain in contact with the natural parents to resolve placement or support issues.

Overseas staff are trained to avoid direct communication with AYA staff, students and host families. We advise Local Coordinators to follow the same guidelines and refrain from communicating directly with the natural families. Language differences, poor telecommunications and cultural differences create a need for a single communication channel.

Due to the additional communication channel as well as natural families' means of communication and availability, response time regarding support issues will vary. When working on a support case it is important to keep in mind the timeframe, as host families may expect something to be done "right away" and that is not always possible, especially when working with Grant students.

On-Program Support Issues

Grant students struggle with the same issues that core students do, as they are all teenagers who share similar qualities, however the cultural differences between the host family and a FLEX or YES student may differ more than that of a core student. It is important for the Local Coordinator and host families to keep in mind cultural differences in body language, customs, courtesies, and how students typically engage with their natural parents. By attempting to understand the student's cultural background and the reason for the behavior, it would likely prevent or minimize misunderstandings or miscommunications that often lead to support issues and host family changes. Cultural profiles for most FLEX and YES countries are available upon request and can be found on the LC resources page.

The ECA has a vested interest in the success of our grant students as they are the sponsor that issues the students' visas. When presenting the case for any disciplinary action we must provide our partners with substantial documentation. Your role as the LC is to make sure that

during a support case both parties are spoken to and their side of the story is heard as well as documented. The student must be provided with every opportunity to understand and correct his or her behavior with the help from you and their host family.

In cases of an emergency in which students must be removed from the home it is the Local Coordinator's responsibility to host the student or temporarily place the student with a vetted host family. Moving a student out of the area can be very disruptive to the student and should be avoided. The Local Coordinator must make every attempt to identify a suitable host family within the same area as the student. Local Coordinators who are continually unable to replace the student in their community or refuse to do so may lose their ability to place Grant students in the future.

If there is a serious behavioral issue on the part of the student, the ECA plays a critical role in deciding whether or not a student's indiscretion warrants their early dismissal from the program. AYA will initiate requests for disqualification based on well documented and irresolvable support issues. The ECA will review the early return case and make the determination as to whether or not the student should be disqualified. AYA will request the student's early return to the ECA and provide the proper documentation, which includes a written statement by the student. As the student's program sponsor, only the ECA can make the decision to disqualify a student by concurring with AYA's request. The process of disqualification may be longer than that of a core student and will typically take up to a week before we are notified of the ECA's concurrence with AYA's request.

We rely on our Local Coordinators to be patient, compassionate and understand the challenges that may come with supervising a YES or FLEX student.

Religious Advisors

The YES and FLEX programs work with consultants to provide religious or spiritual advising for students on program. To request religious or spiritual counseling services for a student, AYA will make a request to American Councils. The request must include:

- An explanation of the reason for the call
- At least three possible dates/times for the call
- Best phone number to reach the student

KEY PROGRAM COMPONENTS

Volunteerism/Community Service

Volunteerism/community service is an integral and important part of American values and society. It is one of the primary goals of both the FLEX and YES programs, to expose students to this ideal in the hopes that they will be active in their own communities once they return home. However, due to cultural differences, many students may be reluctant or even suspicious of volunteering or doing something and not getting paid for their time. Students are often so moved by their volunteer experiences in the U.S., that returning FLEX and YES alumni organize volunteer activities in their home countries!

There are many and varied opportunities for students to volunteer. As a Grant LC, we ask that you organize at least one activity with your FLEX/YES students as well as assist them in choosing volunteer organizations with which they may become involved.

- Global Youth Service Day is a great occasion to organize a community service project with your cluster. GYSD is an annual event that encourages youth worldwide to organize and implement activities that assist their local communities.

In addition to a group activity, students must complete **50 hours** of community service by the end of the year. In order to stay on track, we **recommend** performing 5 hours of community service per month. They must track their involvements on the Mobile Serve App; students will be registered with Mobile Serve upon their arrival and will be responsible for recording their own hours. LCs will be listed as approvers of each volunteer occurrence and will be asked to approve the hours via email. **The ECA will award Volunteer Service Certificates to students who complete 100 hours or more of volunteer service during their time in the United States.* To qualify as a volunteer service, the activity must be unpaid and should provide a benefit to the community beyond the student and their host family.

A few examples of qualifying activities:

- ✓ Stocking and distributing food at a food bank
- ✓ Serving meals for homeless
- ✓ Volunteering/fundraising for any nonprofit organization or charitable cause
- ✓ Volunteering at local hospitals, day care centers, nursing homes, etc.
- ✓ Tutoring and mentoring children
- ✓ Assisting a teacher before or after school
- ✓ Shoveling snow for a neighbor in need
- ✓ Selling tickets, working concession stands, or ushering at sporting events, concerts or theater productions
- ✓ Environmental protection and preservation
- ✓ Community renewal projects
- ✓ Animal shelters

Examples of activities that **do not** qualify as volunteer service:

- Chores for host family
- IEW presentations
- Attending classes, workshops or events
- Raising funds for personal benefit
- Participation in clubs, student council, sports teams, including as team manager, and school plays

Enhancement Activities

Enhancement activities are an integral part of the FLEX and YES programs, which should expose students to American civil society, leadership, volunteerism and diversity. **Local Coordinators should plan 6 activities per year at minimum for full year students, and 3 for semester students.** Activities should be planned to promote mutual understanding by allowing students to:

- a. gain an understanding of American culture, diversity, and respect for others with differing views and beliefs;
- b. teach Americans about their home countries and cultures (other than IEW activities);
- c. interact with Americans and generate enduring ties;
- d. explore and acquire an understanding of the key elements of U.S. civil society, including concepts such as volunteerism, the idea that American citizens can and

- do act at the grassroots level to deal with societal problems, and an awareness of and respect for the Rule of Law; and
- e. share and apply experiences and knowledge in their home communities as alumni, initiating activities that focus on development and community service (i.e., preparing returning participants to become active alumni).
- f. develop leadership skills that they will use when they return to their home country

All activities should be educational in nature. There are so many creative and interesting ideas that don't cost very much although each student is allotted funds to help cover the cost of these activities.

The activities should focus on creative and positive ways to expose students to many different aspects of American life. It is recommended that you and the host family expose students to as many enhancement activities as possible, however 6 activities are required per year for full year students and 3 are required for semester students. In the past, some students and LCs have requested that a major part of the funds be spent on a trip. Although this would provide for a good experience, **per Department of State requirements, "enhancement funds may not be spent on large, packaged sightseeing trips"**. This includes the cost of airline tickets. Funds are meant to be disbursed in small increments, rather than all at once, to allow for many different activities.

Funds Requests

Please use the Reimbursement Expense form to request funds for reimbursement. Only student costs will be reimbursed. Local Coordinators are paid a higher supervision fee in order to help cover the cost of the specific requirements that must be fulfilled as a Grants Local Coordinator. Funds will *only* be reimbursed once the expense form and receipts have been submitted. **Please note that expense forms must be submitted upon completion of the event, or before the end of the current quarter.** All forms can be found in the Grants Resources section of the LC portal.

Enhancement Activity Forms

Once the activity has been completed students must complete the Enhancement Activity Reflection form to explain how the activity enriched their experience and what they learned. Once the form is complete it must be submitted to the Director of Operations and Special Programs.

Local Coordinators must complete the Enhancement Activity LC form that explains the activity, the learning objectives, a reflection of the activity, and how the students can apply what they learned when they return home. **Forms must be completed to receive reimbursement for the activity.**

Fundraising

If you are interested in taking your students on a large trip or you have exceeded your funds, you can fundraise for enhancement activities. *Please be aware that any community service that is done to fundraise cannot be counted towards student's community service requirement.*

Suggestions for types of Enhancement Activities:

- Take students to a newspaper publishing house. Ask a staff writer to interview the students about the FLEX/YES program, their country's struggle with democracy or diversity, and what they hope to gain from this experience. Ask a student to serve as a reporter and interview the editor. Try to get an article on paper!
- Go to the local government offices (mayor, city manager, and/or selectman). Ask that they assist you in setting up a day for your students to "shadow" any local government officer – include police, fire department, parks and recreation office, tax collector, sheriff, probation officer, jail system, courthouse, School Superintendent, the mayor, etc. and contact the local press.
- Museum visits – all kinds, especially those devoted to an ethnic population and their integration into this nation (including native Americans), anything related to the settlement of the West, Civil Rights Movement, the Industrial Revolution of any kind, and of course, exploration. Remember, some of the best museums are local ones!
- Encourage students to learn about issues related to pollution and the efforts to clean up the environment. Also, bring to their attention the efforts to preserve land, wetlands, forests, wildlife habits. Students can learn about legislation that has brought about a lot of reform in the way America does business.
- Visits to mosques, churches, synagogues, temples to expose students to religious diversity.

- Check out local cultural festivals or parades celebrating groups' cultural heritage – Irish Festivals or Polish Festivals for example, expose students to food, dance and culture of an immigrant American population.
- Learn about American history by observing or participating in a Civil or Revolutionary War reenactment
- Host your own international festival by asking students to bring a dish from their home country, dress in traditional clothing and ask that they present information about their culture.
- Take a tour of a county jail, observe a trial or see if your students can participate in a mock trial or teen court.
- Visit to art galleries, theater, orchestra and discuss how arts are funded, what messages can be taken away from the event and discuss how each is operated

Exclusions include, but are not limited to:

- Amusement parks
- Arcades
- Sporting events or activities (basketball, baseball, soccer, ice skating, skiing, snowboarding etc.)
- Circus
- Zoo/Aquarium
- Mall or shopping center

*Exceptions may be applied if the activity includes an education component such as touring a museum (for example, baseball game followed by visit to baseball Hall of Fame), workshop, or tour with staff to learn about the business and operations.

STUDENT FUNDS & EXPENSES

Students are provided with an incidentals allowance, a monthly stipend and funding for official program activities and travel. Host families are required to provide three meals a day; they must provide money for lunch or a bag lunch. **All other expenses, such as extra school fees or activities, social activities, personal supplies, toiletries, and telephone calls, are paid by the student.** Students should be reminded of this at the arrival orientation. The Local Coordinator and host family should help the student budget their money if they are having trouble managing their funds.

Incidentals Allowance

Local Coordinators will receive an incidentals allowance upon the student's arrival. This is to assist students with program-related expenses. The incidentals allowance is not intended for the purchase of electronics, cell phones or travel. Below is a sample list of items that can be purchased with the incidentals allowance:

School fees and supplies

- locks for school
- calculator
- class dues
- club dues
- yearbook
- notebooks, paper, pens, pencils
- backpack

Clothing

- winter clothing
- gym clothing
- prom attire

Sports/Interests

- sports equipment such as a tennis racket or baseball glove
- sports gear such as cleats
- sports team fees

- art supplies
- music supplies
- instrument rental

The decision on what to spend the money on is made jointly between the family and the student. Families and students should budget money accordingly so that some funds will remain for year-end expenses. Students should be encouraged to buy items on sale or from discount stores. AYA, as representative of the Department of State, reserves the discretion to not reimburse purchases of designer clothing, for example, or items that are inappropriate.

LCs will receive the funds via direct deposit within the first few weeks of the students' arrival and will reimburse families and/or students in a prompt manner for appropriate expenses throughout the year. Families should purchase items for students and then submit receipts to the Grant LC for reimbursement. Grant LCs must submit the Incidentals Tracking form to the Director of Operations and Special Programs with the receipts. **Please note that Incidentals Tracking form must be submitted ASAP or upon completion of the current quarter. Any funds that are not used or accounted for must be returned to AYA via a check made payable to AYA.** If a student moves out of your area, please send the remaining balance to AYA who will distribute the funds to the new supervising LC. Any unspent incidentals must be returned to AYA at the end of the program year.

Monthly Student Stipend

Students will receive a monthly stipend to be used to cover expenses related to socializing with American friends and to pay for personal items such as toiletries. Debit cards in the name of the student will be sent directly to the student at their host family address from the AYA office. The card will be used by the student for the entirety of the program year. AYA will load student stipends at the beginning of each month. Debit cards can be used at ATMs or as a debit card at a store or online. Students are responsible for emptying their cards before their return travel date. If a card is lost, please contact the Director of Operations and Special Programs for next steps.

Some items that might be purchased with this money are personal hygiene products, admission to the movies, phone bills, etc. The stipend is not intended for travel, electronics, clothing, school lunches or to be sent home. Grant students do budgeting exercises during pre-departure orientation. It is important that families and LCs help students to budget and plan ahead so that they may maximize their funds.

STUDENT ACTIVITIES & OPPORTUNITIES

International Education Week (IEW)

International Education Week is an opportunity for students to be a cultural teacher by giving presentations to members of their community. IEW Presentations allows Americans to learn about a new culture and promotes mutual understanding and peace. All students are expected to participate and must complete a write-up about their presentations.

International Education Week takes place in November.

Better Understanding for a Better World conference (BUBW)

BUBW is a conference that is offered by Civilizations Exchange and Cooperation Foundation in the spring. These conferences were developed to bring together American high school students of diverse faiths and cultural backgrounds with international exchange students currently studying in the US. The mission of the conference is to facilitate mutual understanding and appreciation between students from diverse backgrounds, discuss stereotypes, introduce various aspects of leadership and forge ties between American high school students and students from around the world.

Global Youth Service Day (GYSD)

Global Youth Service Day is an event in April that encourages youth worldwide to organize and implement activities that assist their local communities. In previous years students have volunteered at local shelters, planted trees and flowers, participated in food drives etc. You should inform Regional Director of the GYSD activity your students participate in so it can be shared with the Department of State and included in the quarterly reports.

Students will be eligible to participate in **only one** of the following workshops:

Civic Education Week (CEW)

Students have the opportunity to win a place in a Civic Education Workshop to be held in Washington, D.C. in late winter. The CEW provides students with an opportunity to attend seminars and lectures, meet their Congressional representatives on Capitol Hill and participate in a number of other exciting activities designed to expose them to the federal system of government. Students have the opportunity to win a place at the CEW through

competing in an optional essay contest administered by American Councils. Information regarding this event will be sent to students in the fall.

English Teaching Workshop

Students will have the opportunity to attend ECA sponsored workshops focused on the training of teaching English as a foreign language. **The Workshop for Youth Leaders in Teaching of English** is designed to cultivate skills specific to teaching English. Participating students will also develop and practice important leadership skills, such as public speaking, team-building, and goal-setting. Information regarding these workshops will be sent out to students in the fall.

FLEX AND YES STUDENT TRAVEL INFORMATION

All Grant student travel is administered by American Councils, AFS and overseas partners. Travel is arranged in such a way that students originating from the same country will travel together and students always fly with a chaperoned group. American Councils and AFS set up a network of airport travel staff throughout the country whenever students are in transit so that students may be assisted with connecting flights, baggage transfer, immigration issues and weather delays.

AYA must provide American Councils with U.S. gateways for both arrivals and departures. AYA will notify Grant LCs of all travel arrangements received for FLEX and YES students. The Local Coordinator should make every effort to accompany the host family to the airport to greet the student upon arrival. This shows support for the host family, and also immediately begins to build your relationship with the student. Under no circumstances should a student arrive at the airport without being met by the host family and/or the Local Coordinator.

FLEX Travel

U.S. Inbound

Each FLEX country has a choice of 1-6 arrival dates. AYA will select an available travel date based on host family preference and school start date. Once a date is at capacity it will no longer be an option. All students will arrive at Washington-Dulles International Airport (IAD) and overnight there, traveling on to their host families the following day (except for students who are local to the area).

U.S. Outbound

Estimated travel window for FLEX students returning home is mid-May to mid-June. About midway through the year students will be asked to select their return date home. American Councils will try to assign all students to return flights on the date they requested, however it cannot be guaranteed that all requested dates will be honored due to several considerations. Flight assignments will be made based upon whether students must take end of school exams in their home country, the order in which return travel date requests are entered and seat availability. Please note that year-end activities such as prom and graduation are not taken into consideration when assigning return flight dates.

YES Travel

U.S. Inbound

YES students will arrive in the U.S. throughout the month of August and attend a four-day arrival orientation conducted by American Councils or AFS (depending on what country the student is from). Arrival dates are assigned based on the student's home country and cannot be changed. An exception applies to students from Bangladesh, Lebanon and Tunisia who have a choice of two arrival dates.

U.S. Outbound

YES students will travel to Washington D.C. on a specified day for a two-day end of program workshop throughout the month of **June**. Please note that year-end activities such as prom and graduation are not taken into consideration when assigning return flight dates. The student must return home on the date that is assigned by the YES Consortium.

Travel Policies

Travel within the United States

Per AYA guidelines, students are allowed to travel domestically with their host family or Local Coordinator without any special restrictions other than informing the AYA office of their whereabouts.

If a student is traveling outside the host community WITHOUT his/her host family, school official or Local Coordinator, students must obtain written approval from AYA and the student's natural parents via the Travel Request Form. This form must be received at least four weeks prior to the student's travel. Request for natural parents' permission must go through American Councils who will work with overseas staff to request approval.

Travel is not allowed while school is in session; students may only be granted an exception to miss school for program related activities.

International Travel

In addition to the above, if a student is travelling internationally with his/her host family they are required to submit a Travel Request Form to AYA two months in advance along with their original DS2019 for approval. Please be aware that AYA does not have the ability to sign off on international travel but will assist in passing these requests to American Councils.

American Councils reserves the right to deny international travel requests if they are not sent with enough notice, found to be unsafe, or if a student is missing school. It is the responsibility of the student to determine whether the country they are visiting requires any additional visas or travel paperwork.

Return Home

FLEX and YES students may not return to their home country during the program, except for an extreme emergency, and are expected to complete the entire program. Please contact the office in the case of any FLEX or YES student who claims they must leave the AYA program early in order to take university exams.

Two-Year Home Residency Requirement

Grant students are expected to return home to utilize skills obtained abroad and should be encouraged to do so. Students must reside in their home country for 2 cumulative, not successive, years before they are eligible for immigrant or a work visa. It is possible to defer if s/he is granted F-1, tourist, or other type non-immigrant visa. Students must fulfill the 2-year requirement when the period of deferment ends. DOS will not facilitate any grant student's efforts to remain in the US and change their visa status.

Getting Settled

Students should call (please take them to purchase a calling card) their natural parents within 24 hours, in order to assure their parents that they have safely reached their host family.

Families often make the mistake of planning too much in the first few days. The student is tired from the flight and also nervous about this new experience. Make time to get to know your student, and let your student adjust to his/her new home and family. Go slowly with big

welcoming parties and special foods. Take your student on a local sightseeing trip; show off your neighborhood, the high school, where the stores and movies are, etc.

Review the AYA Host Family Guide, with your families, and discuss some appropriate ways to spend the first few days. Talk about schedules and imparting host family rules and expectations. Use the AYA Expectations worksheet to facilitate some of these discussions. Explain why it is important to speak slowly and carefully, and to show examples of what is to be expected.

FLEX AND YES ORIENTATIONS

Host Family

DOS regulations mandate that a host family orientation be conducted prior to the arrival of the exchange student after the family has been accepted and vetted. This orientation is an important aspect of your responsibility as a Local Coordinator and it is your responsibility to educate families who are hosting FLEX or YES students about the specific cultural differences that exist between the U.S. and their home countries and to ensure that all host families are aware of the expectations of the FLEX and YES programs. Remember that host families who are well prepared for sharing their homes with these special students and who have realistic expectations will encounter fewer problems and have the best chance of a successful hosting experience.

The most important goals for your FLEX and/or YES-specific Orientations are as follows:

1. Create realistic expectations on the part of host family members about what the FLEX and/or YES exchange experience will entail and impart factual information about the program regulations, rules and philosophy.
2. Provide HFs with background information of the YES and FLEX programs.
3. Educate host families with materials and role-playing about the students' various cultures and religions to aid in student's cultural adaptation.
4. Provide host families with the philosophy, rules and regulations that govern ECA exchange programs.
5. To show support and professional assistance by the AYA organization.

Preparation Tips

- Orientation may be conducted with one family or with a group of families, however all members of the family should be present if possible.
- You should conduct a separate host family orientation for Grant host families; you should not combine this session with your other AYA host family orientations.

- FLEX and YES HF Orientations should be separate from each other, however we understand this may not be possible with families who host students from both programs and request that you ensure sufficient attention is given to each program.
- We recommend that you hold your orientation in a place that will be comfortable for your group size, in most cases your home will do. Churches, libraries and local recreation centers may provide free meeting space.
- Allow up to three and a half hours to complete your orientation. You will need to allow yourself time to present information, show the safety video and to give host families the opportunity to ask questions.
- It is always a good idea to have a former FLEX or YES host family in attendance to relate their experiences.
- The format should be informal. Discussion and questions should be encouraged. All of the host families share a common bond and can offer each other support and encouragement.

* DOS Regulations require that we report attendance by all families at this important meeting. Host families must sign a confirmation sheet to confirm their attendance. Forms can be found online on the LC resources page.

Topics to Cover

The following topics should be covered with FLEX and YES host families:

- **Program information**
 - Program Overview & Goals
 - Recruitment & Selection
 - Students with Disabilities
 - Program Differences
 - Post Program Experience
- **Key Program Components**
 - Enhancement Activities & Community Service
- **Student Finances and budgeting**
 - Stipend Fund & Incidental Allowance
- **Student Workshops/Activities**

- **Monitoring and Evaluation of students**
- **Key Players**
- **Responsibilities of Host Family, Student and Local Coordinator**
 - Host Family Commitment
- **Adaptation Process**
 - Tips for a Successful Start
- **Things You Should Know**
 - Adolescent Behavior
 - Food
 - High School
 - Social Media
 - Religious Beliefs
 - Culture Considerations
- **Student Travel Procedures & Policies**
- **Insurance – CISI**
- **Health and Student Safety**
 - Safety Video
 - Emergency Procedures
- **Student Support**
 - Program Rules and Disciplinary Process
 - Host Family Changes
- **End of Year Preparations**
- **YES Abroad**
- **Important Contacts**
- **Calendar of Events**

Grant Host Family Orientation PowerPoint and LC Guide can be found online at www.academyyear.org via the LC Portal under Local Coordinator Resources.

Student Community Orientation

Student arrival orientation is your best opportunity to build reasonable expectations and excitement among your students. The foundation you build at orientation will help you prevent many common adjustment problems after the students arrive.

As per DOS regulations, the following components must be included in the grant students' arrival orientations. Students should receive the same AYA community orientation but their orientation must address the topics below.

Topics to cover:

Program Info

- Overview of Program
- Program Goals & Objectives

- Personal Goals

Expectations & Adjustment

- Adaptation Process
- Culture Shock
- Expectations for Experience
- American Culture
- Cultural Iceberg

Roles & Responsibilities

- Host Family
- Student
- Local Coordinator
- AYA Staff

Student Support & Student Safety

- Support Issues & Typical Fears
- Critical Thinking and Problem Solving
- Safety Video & ER Procedures

Program Rules & Disciplinary Policies

- Disciplinary Process
- Program rules

Key Program components

- Community service
- Enhancement Activities

Student Finances

- Incidental fund
- Monthly stipend

Student Opportunities

Alumni Network & Multitier Effect

Calendar of Activities & Wrap Up

Grant Student Community Orientation PowerPoint and LC Guide can be found online at www.academyyear.org via the LC Portal under Local Coordinator Resources.

Mid-Year Orientation

AYA offers a unique opportunity to our Grant Students, which is the participation in an AYA sponsored group Mid-Year orientation. The AYA Mid-Year orientation takes place in January and provides invaluable cultural education and student support during the midpoint of the student's program by incorporating educational lessons, games, and workshops in a great team atmosphere and an interesting setting! Travel arrangements will be made by the AYA office soon after the students' arrival in the United States. All grant students are required to attend this orientation. A select group of Local Coordinators are invited to attend the orientation as group leaders; responsibilities include facilitating workshops, conducting room checks, chaperoning flights and assisting with issues as needed.

Re-entry Orientation

You are required to conduct a re-entry orientation for your student(s) to prepare for their return home. Its goal is to bring a positive closure to his or her experience in the U.S. and to help the student(s) prepare to leave the USA and return to his/her country feeling comfortable and enlightened.

Re-entry sessions should be comprised of FLEX/YES students only as they will be grappling with very specific issues. You should make sure that the location of your re-entry orientation provides an atmosphere in which students can speak without interruption and focus on the topic at hand.

The session should take place a few days to several weeks before departure. You should allow up to three hours to conduct the exercises and to facilitate discussions, we recommend that you combine your re-entry orientation with a group dinner and/or a fun social activity. You are welcome to arrange a longer retreat-style orientation as well.

Goals of orientation:

- To help students process and evaluate what they have learned since their arrival in the USA and how they will incorporate these changes into their daily lives when they return home.
- To assist the students in the process of a positive departure and understanding framework of the re-entry phase.
- To help the students understand that re-entry into their home culture may be difficult and equip them with coping mechanisms.
- Explore and discuss options to continue to be global citizens including specific information about the Alumni network.

As students begin to prepare for their return, they may experience a range of emotions including anxiety or stress. The re-entry orientation will help students understand these feelings and develop coping mechanisms. You should encourage students to talk openly

about their feelings with you and their host families to help them deal with their emotions and behaviors.

Information regarding return travel and the re-entry orientation will be emailed to you in the spring.

MULTIPLIER EFFECT & ALUMNI ACTIVITIES

Multiplier Effect

Students are expected to meet the program goals of exposing their community to their culture and creating bonds through mutual understanding. Students meet these goals during their year in America and when they return home by becoming involved in the Alumni Program. In order to generate interest in the programs and allow the students to impact as many people as possible they must participate in activities that involve their community, school and host family. This includes media outreach, visits to local and national government representatives, international education week presentations among other interactions. As the Local Coordinator you are responsible for ensuring students participate in these activities and help create opportunities the students can engage in.

It is important to know and follow the media guidelines when students are interviewed for a newspaper or local T.V. station. Please see the guidelines below:

Mention Sponsorship: Mention early on that the program is sponsored by the U.S. Department of State. It is very important that the feature recognizes the Department of State, for example: “Student name, is sponsored by the Department of State on the Kennedy-Lugar Youth Exchange Study program (YES) through the Academic Year in America program.”

Obtain participant consent: In order to feature an individual student in any outreach or promotion you should make sure the student has signed the Participant Consent & Release form. Make sure to inform your students of the implications of speaking with the media, and that they could have their name and photo appear in the media as a result, as well as a quote. This consent form can be found in the student's full application.

Interview Follow-Up: Immediately following any media interviews, you should share the details of the coverage, including a link or air date, with the Director of Student Support.

Alumni Network

During their year in America, students learn to initiate and take part in activities to better their communities. Many students put what they learned in America into practice when they

return home. The FLEX and YES programs have well established Alumni Programs that serve to support students upon their return from the U.S. FLEX and YES students are able to continue their American experience through engaging in activities that highlight the ideas and concepts they learned and experienced in America, such as community service, orienting future participants, organizing peer leadership workshops and starting small cooperatives. It provides both an outlet and a forum for these bright young students and gives them a chance to participate in activities that support their movement into positions of leadership. In addition, alumni can provide a support system for each other during the re-adjustment period upon their return from the US.

You should register on www.alumni.state.gov to learn more about the alumni program and highly encourage your students to do the same.

INSURANCE

All FLEX and YES students have medical insurance and are covered by CISI Insurance. The CISI Insurance brochure and claim forms can be found on the LC Resources Page as well as in the Host Family Portal. Claims should be sent directly to CISI, 1 High Ridge Park, Stamford, CT 06905 or claimhelp@culturalinsurance.com.

The AIFS Foundation insurance policy covers accidents and illnesses, palliative and accidental dental (sub limits apply), but does not cover pre-existing conditions, vision care, or sports physicals. Please note that the student must pay a \$250 deductible when being treated at the emergency room unless they are admitted or have sustained an injury. There are funds that may be used to cover this deductible, and may also be used for prescription glasses or sports physicals.

If your FLEX/YES student requires medical treatment that is not covered under insurance, i.e. glasses or dental work, please strongly consider approaching the physician to consider donating his/her services to these students. In the past, Grant LCs have been successful in obtaining free medical treatment by explaining that these students are full scholarship students, sponsored by a Department of State grant. Also, consider approaching local civic organizations such as the Lion's Club or Rotary who may also be able to donate funds for items such as eyeglass prescriptions.

Dangerous and Risky Activities – Guidelines

Participants are not permitted to engage in any activities not covered by program insurance. In addition, participants are not permitted to engage in any activities prohibited by their Placement Organization, even if the activity is covered by insurance.

Driving: YES and FLEX students are not permitted to drive any motorized vehicle under any circumstances while participating in the program. Violators of this policy will be considered for program dismissal. This applies even if students are in possession of an international driver's license, and/or driving with a licensed driving instructor. Exceptions may be granted for farm equipment if allowed by the student's natural parents and AYA.

AYA GRANT PROGRAM FORMS

All forms can be found online at https://www.academicyear.org/lc_com/grant-programs.asp. Please contact the Director of Operations and Special Programs with any questions regarding these forms.

- Local Coordinator Enhancement Activity Form
- Student Enhancement Activity Reflection Form
- Reimbursement Expense Form
- Incidental Tracking Form
- Grants Expectation Worksheet



Local Coordinator Enhancement Activity Form

Local Coordinator:

Date of Activity:

Activity Name:

Students:

ID #	Name	ID #	Name	ID #	Name

Activity Theme:

American Society/Government

Leadership

Volunteerism

Diversity

Learning Objectives:

Activity Description:

Reflection: What did the students see, hear, feel or learn?

Application: What skills have the students learned that can be applied in future activities and as alumni when they return home?



FLEX and YES Enhancement Activity Reflection Form

Student Name _____ Student ID _____

Activity Leader (Usually LC) _____ Date of Activity _____

The purpose of an Enhancement activity is to help students learn about the program goals for the FLEX and YES programs which are **American Society and Values, Leadership, Volunteerism, Diversity**. Please think back on the activity you did and answer the following questions, you may use a separate piece of paper if needed.

1. Please describe this activity in detail: _____

2. Which program goal(s) did you learn about? (Circle all that apply)

American Society & Values *Leadership* *Volunteerism* *Diversity*

3. What did you learn that relates to the goals you have circled above? _____

4. How has this activity changed the way that you think about the U.S.? _____

5. Has this activity changed the way you think about your home country? If yes, how? _____

6. How will you use what you have learned when you return home? _____



FLEX and YES Enhancement Activity Reflection Form

7. Please use this page or a separate sheet of paper to tell us anything else you wish to share about this activity.

AIFS FOUNDATION/ACADEMIC YEAR IN AMERICA
1 High Ridge Park
STAMFORD, CT. 06905
TEL: 800-322-4678/ 203-399-5000
FAX 203-724-1536
WEB SITE:<http://www.academyyear.org>



EXPENSE REIMBURSEMENT FORM

ACTIVITY NAME: Museum of Natural History

Date of Activity: 10/20/2015
mm/dd/yr

Payee: Jane Smith

GOALS MET (check all that apply):

American Society Volunteerism
Leadership Diversity

If host family is the payee, meals cannot be reimbursed as the HF is required to provide student with all meals

Student Name	ID #	Entrance Fee	Meals	Lodging	Transportation (Parking, Tolls, Rental etc.)	Misc.	Total
Receipt #: <input type="text" value="Enter in a receipt #"/>		1	2		3,4		
Eliza Kamikova	FLX001	\$ 20.00	\$ 15.00		\$ 10.00		\$ 45.00
Mohamed Awan	PAR001	\$ 20.00	\$ 10.00		\$ 10.00		\$ 40.00
							\$ -
							\$ -
							\$ -
							\$ -
							\$ -
							\$ -
							\$ -
							\$ -
							\$ -
							\$ -
							\$ -
		\$ 40.00	\$ 25.00	\$ -	\$ 20.00	\$ -	

p/p cost excluding mileage

*Must submit proof of mileage (ex. google maps or mapquest)

# of R/T Miles*:	100
Mileage Rate (.54):	\$ 54.00
Subtotal	\$ 85.00
Total	\$ 139.00

Total of all expenses including mileage

Total of all expenses excluding mileage

For Office Use Only

APPROVED: _____

NOTES: _____



AYA INCIDENTALS ALLOWANCE FORM

Student Name: _____

Student ID: _____

Local Coordinator: _____

Date: _____

Reporting Period: _____

Q1: AUG – SEPT Q2: OCT - DEC

Q3: JAN – MAR Q4: APR – JUN

Date Purchased	Item	Receipt #	Category (school, clothing, sports etc.)	Amount

Total: \$ _____

I have received reimbursement for the above items from my Local Coordinator:

X _____

Student/Host Family Signature



Expectations Worksheet – YES/FLEX

MEALS

	Time	Eaten Together /Eaten Individually	Comments
BREAKFAST			
LUNCH			
DINNER			
SNACKS			
SCHOOL LUNCH		Does student take a lunch from home or is money given to student to purchase lunch at school?	

Who makes lunch if taken from house?

**Host families are responsible for paying for all three meals for YES or FLEX students*

WHERE CAN FOOD BE EATEN?

KITCHEN CHORES Who sets table, clears table, does dishes, cooks, meals?

Who cleans up after snacks?

Other Chores?

LAUNDRY

Where should dirty clothes be placed?

Are there set days when laundry is to be done?

Who is responsible for sorting, washing, drying, folding, ironing, hand washing?

TELEPHONE

Is there a time limit on phone calls?

What are the appropriate times for phone calls?

What are the inappropriate times for phone calls?

Who can give permission to make long distance calls?

AYA recommends that student long distance calls to family and friends be limited to two per month, except for special occasions or emergencies.

COMPUTER

Is there a time limit on the computer?

What are the appropriate times for computer usage?

What are the inappropriate times for computer usage?

Are there restrictions regarding websites, downloading, and emailing?

STUDENT ROOM

Can the student put pictures on the wall? With nails? With tape? Other?

Can the furniture arrangement be changed?

Who cleans? How Often?

CHURCH

Do family members participate in Sunday church services? What time?

Do family members participate in other regular church services? When?

Do family members participate in youth group activities? When?

Does the student wish to attend with family?

Does the student wish to attend a different Church? Transportation?

BATHROOM

Where should the student's toiletries be placed?

Are toiletries to be shared?

Where does student's towel go?

Is there a limit on showers? # Per day? Time limit?

Is there a scheduled morning / evening bathroom time for the student?

How should the bathroom be left? (i.e., door open, bath mat on rack)

HOUSEHOLD RULES AND CHORES

What chores are students expected to do?

How should student proceed when scheduling outside activities? Should student get host parent permission? Are there days or times when outside activities are not allowed?

Is student allowed to ride in cars driven by teenage drivers? With permission? Without permission?

Does student need permission to stay after school? To go to a friend's home?

Is there a curfew?

Is student allowed to call host parent at work?

Others?

WHO PAYS

When the family goes to the movies, bowling, sight-seeing, etc.?

**Enhancement activity funds can be used for certain host family activities; please talk to your Local Coordinator for more information*

For long distance phone calls made by student?

For school activities and sports, when there is a fee?

**Incidental Funds can be used for school/sport fees*

For school supplies, toiletries, stamps, etc.?

**Incidental funds can be used for school supplies; Monthly stipends can be used for personal items such as toiletries*

For school yearbook, graduation cap and gown rental?

**Incidental funds can be used for these school related expenses*

VISITORS

Is the student allowed to have friends visit the home?

With parents at home?

Without parents at home?

TRAVEL & HOLIDAYS

Is host family planning on traveling during the year?

What are host family's plans for holidays and will the student be expected to participate?

Does the host family observe certain traditions during holidays?