

Spring 2019

The Short-Term Youth Exchange Program

Kristia Grandison
SIT Graduate Institute

Follow this and additional works at: <https://digitalcollections.sit.edu/capstones>

Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), [International and Comparative Education Commons](#), [Language and Literacy Education Commons](#), and the [Secondary Education Commons](#)

Recommended Citation

Grandison, Kristia, "The Short-Term Youth Exchange Program" (2019). *Capstone Collection*. 3154.
<https://digitalcollections.sit.edu/capstones/3154>

This Thesis (Open Access) is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in Capstone Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

THE SHORT-TERM FRENCH YOUTH EXCHANGE PROGRAM

Kristia Grandison

PIM 77 IELR

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

Capstone Seminar May 6, 2019

Adviser: Dr. Alla Korzh, Assistant Professor of International Education

Consent to Use of Capstone

I hereby grant permission for World Learning to publish my Capstone on its websites and in any of its digital/electronic collections, and to reproduce and transmit my CAPSTONE ELECTRONICALLY. I understand that World Learning's websites and digital collections are publicly available via the Internet. I agree that World Learning is NOT responsible for any unauthorized use of my Capstone by any third party who might access it on the Internet or otherwise.

Student name: Kristia Grandison

Date: _____

Table of Contents

Introduction.....	6
Program Description.....	7
Timetable for Delivery	9
Theoretical Foundations	9
Student Development Theory	9
Existing Preadolescent Study Abroad Programs	11
Program Length	13
Needs Assessment.....	14
Goals and Objectives	18
Curriculum	19
Content	19
Sequence.....	20
Learners	21
Instructional Processes	21
Instructional Resources.....	22
Evaluation.....	22
Adjustment	23
Staffing Plan	23
Program Marketing.....	24
Participant Recruitment and Admissions.....	24
Logistics.....	25
Passports and Visas	25
International Travel	26
Housing.....	26
Orientations	27
Field Trips	28
Health and Safety Plan.....	28
Crisis Management Plan	31
Evaluation Plan.....	35
Purpose and Rationale	35
Evaluation Questions.....	35
Evaluation Methods.....	36

Resources and Analysis.....	38
Limitations	38
Ethics and Sharing Results	38
Conclusion and Implications	39
References.....	41
Appendices.....	43
Appendix A: Budget.....	43
Appendix B: Budget Notes.....	44
Appendix C: Participant Informed Consent	46
Appendix D: Interview Guide for the Needs Assessment	49
Appendix E: Survey Questions for the Needs Assessment	50
Appendix F: Sample Weekly Schedule	52
Appendix G: Assignment: Cultural Reflective Practice Portfolio.....	53
Appendix H: Detailed Job Description.....	58
Appendix I: Timetable for Delivery	60
Appendix J: Evaluation Surveys and Guide	61
Appendix K: Logic Model.....	64

Abstract

The study abroad world is constantly changing and adapting to the diverse needs of the global market. One current trend in France is the demand for students to begin studying abroad at a younger age, when many people believe it is easier to learn new languages and develop intercultural skills. Informed by needs assessment with members of the community at Saint-Denis International School, located in Loches France, I designed the short-term French youth exchange program. This three-week program will take place during the academic year and was designed for preadolescent students in 6th and 7th grade (ages 10 to 13). During the program, participants will stay with a host family, audit classes at a U.S. institution, attend intensive English as a Second Language (ESL) classes, participate in extracurricular activities and field trips, and meet several times a week with a group leader to work on developing intercultural skills and personal growth.

Keywords: study abroad, preadolescent, youth, ESL, intercultural

Introduction

Saint-Denis International School is a private, Catholic, international school located in the heart of the Loire Valley in central France. It serves both local and international students in pre-school through grade 12, as either day or boarding students (boarding is only available to middle and high school students). Saint-Denis strives to create global citizens of the world through a variety of programs and initiatives. Part of the school's mission is "to be a caring community that educates the whole individual whilst preparing students for life beyond school" ("Our Mission," 2018, para. 1). I have been working at Saint-Denis for over five years now as the International Coordinator and recently noticed a growing interest in study abroad for middle school students, in grades 6 and 7 specifically. We offer several international exchanges and trips abroad for students starting in 8th grade, but more and more, we have parents inquiring about study abroad for younger children. This increasing trend is what drove me to pursue this capstone project.¹

Other schools in France do not propose short-term study abroad programs in Anglophone countries for preteen students. In public schools, exchange programs are available through European Erasmus programs, but not for students younger than 14. These programs provide funding and support for schools and allow students to travel, but not for the age group I am

¹ During my first year at the School for International Training (SIT) where I have been pursuing my Master's in International Education (IE) through the low-residency program, we focused primarily on study abroad programs in higher education for both incoming and outgoing students. During the Program Planning and Design (PP&D) course, we explored many different types of study abroad programs for a variety of target populations. Throughout the course, I realized that there was not as much information on youth development theory compared to the other older age groups. This made me wonder: How could we use youth development theory to inform a study abroad program? I decided to explore this topic during our Reflective Practice (RP) course and chose to create a study abroad program designed for preadolescent French students for my capstone project in an effort to meet the growing need and to respond to the gap in existing programs. This program was created using youth development theories and research.

looking at (Erasmus+ France, 2016). Some private schools offer international trips abroad, but similarly to the Erasmus programs, short-term exchanges are available to students beginning at age 14. One school located in the city of Orléans that is similar to Saint-Denis in the sense that it is also a private, Catholic school offers a trip for 7th graders to England, but it is only a week long (Cours Saint Charles, n.d.). This competitor analysis validates the fact that most schools in France do not offer short-term study abroad programs for preadolescent students.

Program Description

The program I designed is a short-term study abroad program in the United States for French youth. The program will specifically target preadolescent, or preteen, students, between the ages of 10 and 13 years old (6th and 7th grade). Middle school in France begins with 6th grade. The program is three weeks long and will take place during the academic year in February. Participants will miss one week of school in France and then two weeks of February vacation, making a total of three weeks. During this period, there will not be any major assignments or tests for students to complete in France. French teachers will email the French students necessary work to catch up on. The focus of this program will be linguistic and cultural: the main objective will be for students to be immersed in the English language and to speak English as much as possible. They will live with host families and attend school and extra-curricular activities during the week.

The sponsoring organizations for this exchange are the school where I work in France (Saint-Denis International School) and Collegiate School in Richmond, VA. Saint-Denis and Collegiate have been collaborating together for over five years to enable students from both schools to become global citizens of the world. The schools originally established a partnership

to foster linguistic exchanges and to participate in multicultural events run at each school. The short-term French youth exchange program would need to be approved by Collegiate School in order to run. Collegiate School is a private day school that provides “a dynamic learning community with high personal and academic programs” (Collegiate, n.d.). Some of these programs include a global citizenship program, foreign language options, and service trips abroad for students. A French group leader will also travel with the group to the United States for the duration of the program. The estimated number of participants is nine students.

This program will operate as a hybrid program within the host institution. Participants will be placed in a host family with a U.S. student around their age, who is studying French at school or who will be learning French from the exchange student. At school, participants will have a private English as a Second Language (ESL) class, a cultural class run by the French group leader, and then they will attend additional classes with their American host. French students will not take all the same classes, as nine additional students in one classroom would be too many. However, they will follow the same schedule as their American host to experience a variety of options. In these classes, participants will essentially audit the class. The goal of these classes is not for students to understand all of the content, but rather to be immersed in the English language and to have an initial experience in an American school. Students will participate in all activities, but will not receive a formal grade at the end of the exchange. Participants will receive grades for the two other classes and will also be evaluated by the host family and teachers in the form of a written report card.

As this is an exchange program, a group of U.S. students and teachers from Collegiate School will visit Saint-Denis in France at a later period during the year. The exchange in France will not be the same, nor will it have the same program goals, as the group will come for a

shorter period of time (10 days). A maximum of 15 students will participate in the trip to France with up to three chaperones. This is because the group will come for a shorter period of time and the exchange should have equal implications on both ends. This capstone project will only look at the French exchange in the United States.

Timetable for Delivery

The first group of students participating in this exchange will travel to the United States in February 2020, depending on review of this program proposal. Preparations for the program would begin in May 2019. Please see Appendix I for the timetable for delivery.

Theoretical Foundations

Student Development Theory

The preteen age group is commonly known as preadolescence (for children ages 10-13 roughly). According to Thornburg (1983) “the notion of preadolescence surfaced in the early works of Sullivan (1953), Redl (1943), Blair and Burton (1951) ...these individuals postulated that something developmentally unique was occurring between roughly 9 and 13 years of age” (p. 79). Their work led to the preadolescent theory of development, which differs from other already established theories on children and adolescents.

Thornburg’s (1983) theory discusses how preadolescents develop physically, cognitively and socially. Their development cannot be put into the category of child development or adolescent development because it is so different. Children encounter physical changes due to puberty, cognitive changes due to their developing brain, and social changes, especially with

their parents (children tend to distance themselves at this age). Physical development is complicated at this stage because girls tend to develop earlier than boys. During a 1969 study, data “indicated earlier maturation for females ... some 11-year-old girls were fully mature while some 14-year-old boys had not yet begun their physical development spurt” (Thornburg, 1983, p. 81). Cognitive development at this age is seen as transitional because “the early adolescent has limited abstract and/or formal thought” (Thornburg, 1983, p. 82). Socially, children at this age may begin to rebel against authority figures and are much more influenced by their peers. Understanding this theory is crucial when creating a study abroad program; furthermore, it provides indicators to create a program ideal for this transitional time.

What seems most important to remember in terms of physical development for preadolescents is that every child will develop differently and may develop at different times. This means that having an age requirement for the trip may not be appropriate. It makes more sense to have the program open to students in 6th and 7th grade (approximately 10 to 13 years old), which will allow students who have skipped a grade or stayed back due to their maturity to participate. Cognitively, it is important to remember that this is a transitional time. It is a good time to focus on language study because the brain is still developing, meaning it is also an ideal period to cultivate intercultural skills (Thornburg, 1983).

It is crucial to address social development when creating a study abroad program for preadolescent students because if children are more likely to rebel and want to distance themselves from their parents, they may choose to study abroad even if they don't feel ready, just to escape from their parents or other authority figures. Rebellious students can be identified through repetitive incidents at both school and at home, by teachers, parents, or even other children. Students may manifest their rebellious behavior in multiple ways: refusing to do

homework, purposefully disobeying rules, or ignoring guidelines and directions in class. Other students may not have a rebellious attitude consistently, which is why there will need to be a rigorous application process for this study abroad program.

Another important theory to take into account for this program is Genetic Epistemology, created by Jean Piaget, which breaks up a child's life into four categories: sensorimotor (0-2), preoperational (2-7), concrete operational (7-11), and formal operational (11+). It is based on cognitive structures, which "are patterns of physical or mental action that underlie specific acts of intelligence and correspond to stages of child development" (Culatta, 2018, para. 2). A preadolescent study abroad program would therefore focus on the transition between concrete operational and formal operational stages when developing curriculum and activities. The main difference between these two stages is that in the formal operational stage, children have reached the final stage of cognition. This means that they can hypothesize, rationalize, and reason, whereas in the stage before they cannot. In the concrete operational stage, children only begin to think abstractly, but they still need logical structures to explain their physical experiences. In the concrete operational stage, children may begin to understand how to reflect upon an experience, but they cannot yet reflect theoretically or abstractly. One challenge with this theory is that children can also develop at different speeds and therefore only students with the adequate maturity level can be accepted into the study abroad program. This is why the admissions and recruitment processes are so important for this particular program.

Existing Preadolescent Study Abroad Programs

After doing a competitor analysis of existing programs for preadolescent French youth, three of the key factors to look at when assessing existing youth study abroad programs are:

living situation (homestay versus residence), time of year (summer versus during the academic year), and cost. There are multiple programs that exist during the summer in residence halls or dorms for preadolescent children, which tend to resemble a traditional U.S. summer camp. The majority of programs including a homestay are generally open to high school students. For example, the Experiment for International Living, run by World Learning, states that “Most Experiment programs are open to all students who have completed their 9th, 10th, 11th, or 12th grade year but have not yet entered college or university” (Eligibility & Prerequisites, para. 1, 2018). However, other programs, such as FLSAS (Foreign Language Immersion & Cultural Immersion), offer international programs to youth, between the ages of six and 19 years old (Harber, 2018). It is unclear whether homestay experiences are open to children and preteens in this specific program though.

The most well-known existing youth study abroad program for French preadolescents is through Education First (EF). EF offers a junior program for students between the age of 10 and 14 that lasts between two and four weeks. There is one option in the United States in which students can stay with a host family. However, because the program takes place in the summer, there is no academic aspect embedded in the program. Students participate in group activities, field trips and excursions, and language and culture classes. The price of this program, not including airfare, is 3025€. The estimated round-trip airfare is 1200€ (Séjours Linguistiques, 2018, p. 83).

Based on this research, there are no current international study abroad programs which include a host family experience and which take place during the academic year, open to French preadolescent students. Furthermore, existing exchange programs that include an academic program at a U.S. institution are not open to this age group, unless the student directly enrolls in

the establishment, which is not generally possible for such a short period of time. This alternative would also be much costlier, as the family would need to pay tuition to the school. The reason why the program cost is important in this case is because the program I am designing will cost approximately 2025€ per student, including round trip airfare, which will make it accessible to a larger population. Please see appendix A for the budget.

Program Length

The program I am proposing will fall into the category of a short-term, culture-based program. Engle and Engle (2003) discuss five different levels of study abroad programs to help categorize them. Short-term study programs are between three and eight weeks long and students generally stay with a host family on their own during this period. Additionally, short-term study would begin to introduce guided reflection and cultural experience, whereas a shorter program, known as a study tour, would not. Having this program run for three weeks would allow students to develop a number of skills relating to intercultural communication and reflective practice. Based on cognitive development, this is also an ideal time to study abroad because the brain is still developing.

In conclusion, it is clear that a short-term study abroad program designed for preadolescent children needs to take into account their developmental stage. This is a transitional time for preteens and studying abroad could be very beneficial, but more research needs to be done on the benefits of studying abroad at this age to draw final conclusions. There are short-term programs available to this age group, but the current options do not run during the academic year and children do not have the chance to attend a U.S. school. This program will take into account the transitional development stage of the age group in question; will run during

the academic year; give French students the chance to study at a U.S. institution; and will last for three weeks. If the program is accepted, more research could be done during and after the program to evaluate the benefits and fill the gap in the existing literature.

Needs Assessment

Through informal conversations, observations, and informative surveys, I was able to analyze the need for a preadolescent study abroad program in an English-speaking country for French youth. This past May, I sent out a questionnaire to all the families in our school (over 700 people) with the options for all of the international trips that would take place in the fall with details such as the target population, prices, and program details. We received quite a lot of feedback from parents, upset that there were no options for 6th and 7th graders.

The lack of study abroad programs for 6th and 7th graders is not just specific to my school. In January 2018, I met with the country director of Youth for Understanding (YFU), France, for an assignment. During my visit, I discovered that they, too, are dealing with higher demands for study abroad programs for younger middle school students. YFU France specializes in both inbound and outbound academic year-long exchanges, mostly for students ages 15 to 16 (in their 10th grade year). Some students also choose to study abroad for a semester instead of a year. YFU also runs other programs for college students, adults, and has begun working with younger students as well. The director of YFU France said that a challenge they are dealing with is meeting a growing demand for middle school students to go abroad.

In my experience through informal conversations and observations, I have found that French parents usually want their children to travel, if possible, during one of the school vacations and for a longer period than most holiday trips (for about three to four weeks). In the

French school system, there are two weeks of vacation at the end of October/beginning of November, two weeks at Christmas and the new year, two weeks in February/March, and two weeks in April/May, plus nearly two months in July and August. This means that there is plenty of time to travel during the year. Parents also want their children to be immersed in the language, so living with a family is preferable. Additionally, parents want their children to be in both an academic and a fun setting for exchanges, as they tend to take place during school vacations. Since younger students need more adult supervision, it is challenging to organize longer exchanges. YFU's model pairs students with families and offers a great deal of support, but the participants travel entirely on their own and they do not have a chaperone with them during their year abroad. This model likely would not work with younger preteen students. YFU has struggled to develop programs for this age group because it does not fit in with their already existing model.

After confirming that the need to develop international programs for French preteen students was not unique to my institution, I started to wonder about this age group in other countries. Saint-Denis International School has over 15 partner schools in the United States, so I decided to find out what some of them thought about exchanges for 6th and 7th graders. After hearing back from teachers and administrators at five schools, the consensus was that this age group is too young to travel abroad. It appears that most American families do not want their children to travel internationally unless it is with their family, because they are still very young and may not be ready for the experience on their own. This is very different from the French mindset. I also asked our partners about hosting younger French students for a longer period of time (one month). This also appeared to be disconcerting for American families. There is a concern that students this age will be more homesick and have a harder time communicating in a

different language. American families seem worried about hosting a child who could potentially be homesick during the whole month-long exchange. However, the partner schools seemed more open to welcoming younger students if there was also a chaperone with them the whole time.

To assess the need for this program, I employed qualitative research methods including interviews and surveys. Qualitative research “places emphasis on the study of phenomena from the perspective of insiders” (Lapan et. al., 2011, p. 2), which also provided valuable insight to the study. I interviewed three fellow colleagues, two of which are also parents, to learn more about their desires regarding a new study abroad program, but also to discuss program expectations and outcomes. It was also important to discuss school policies and the feasibility of the program. This was a purposive sampling, because I selected staff participants who are best informed on the Saint-Denis study abroad programs, and who also work with the age group in question. In terms of power differential, we are equal colleagues and fellow teachers, so I do not think they felt pressured to participate in the interviews for reasons relating to power.

In addition to the interviews, I also sent out a survey to parents of students in both 6th and 7th grade at Saint-Denis International School, roughly 100 people. The goal of the survey was to better understand what parents are looking for in a study abroad program for their children. This was a random, cluster sampling of parents. In order to limit the pool size, I decided to keep the survey open for the first 20 responses, then closed it. In this sense, the survey does not take into account the opinions of all the stakeholders, but only the first 20 who took the time to respond.

All participation in the study was voluntary and was not a burden on participants. If anyone did not want to answer certain questions, they were free to abstain from answering. I informed participants that participation in this study could potentially benefit parents and staff

because the school could actually run the program depending on the outcome of the study, thus meeting the desire of some parents and students. The data gathered through the interview, survey, and observation methods informed the design of the short-term exchange program for the French preadolescent students in the United States. Please see appendices B and C for more information on the interviews and survey.

After the survey ended, I analyzed my data and discovered several noteworthy facts. The most interesting detail was that 60% of participants wanted their child to study abroad for one to three weeks. During the interviews I conducted with my colleagues, all three stated the same thing. For this reason, I decided to shorten the program from four to three weeks. To confirm what I already thought, 75% of participants wanted a program for their child during the academic year and 75% also wanted their child to be accompanied by an adult. Furthermore, 80% wanted that adult to be employed by Saint-Denis. Again, this data was also confirmed by my colleagues, who said that they thought the program should take place during the academic year with an adult employed by the school.

An interesting piece of information I discovered was that 50% of parents would prefer a program in England, and only 45% in the United States. However, in some comments I received from parents regarding this question, they said the motivation was financial. Traveling to England would surely be less expensive than the United States, according to their assumptions. However, other parents also contacted me to follow-up regarding the survey and said they found Americans to be more welcoming than the English, so they would prefer for their child to be in a host family in the United States.

Another intriguing piece of information I learned was that the objective for participants was equally distributed among English language learning, improvement in English speaking and

listening comprehension, and developing intercultural skills. Participants responded to this particular question in a quantitative manner, but had the possibility to explain their answer at a later point qualitatively. When speaking with my colleagues during our interviews, they also agreed that learning English is definitely important and is a driving factor in an exchange program, but developing intercultural skills is more vital than ever. They all believed that it is easier for younger children to develop these skills, which is why traveling abroad at a younger age is a good idea.

After analyzing this research, I found that the best way to meet the growing demand for study abroad programs in France for preteens would be to develop a three-week short-term study abroad program for students. At my place of work, I think it would make most sense to develop this program in the United States because there is a huge demand for English language programs and we already have strong partnerships with schools all over the country. This exchange would be costlier than the current model, or the model YFU uses, because it would be necessary to have one or several qualified chaperones present during the exchange. I do think that having a full-time chaperone would be more reassuring for American host families and institutions, so they may be more willing to participate. This is also an important factor for the French families that was confirmed by the survey data.

Goals and Objectives

The short-term youth French exchange program will give participants the opportunity to improve their English language and intercultural communication skills, while allowing them to build confidence and learn in an experiential environment. The program will provide the following:

- 40 hours of class and extracurricular activities per week;
- Two Saturday field trips (one to Washington, DC and another to Monticello);
- One group leader/chaperone for nine students;
- One host family per student;
- Organization, coordination, and administration of the program.

Participants in the short-term French youth exchange program will achieve their goals through immersive learning, coursework, and participation in the diverse activities proposed by the program. The participant goals are as follows:

- Improve English language speaking and listening comprehension skills;
- Develop intercultural communication skills;
- Gain confidence in English.

Curriculum

The purpose of the short-term French youth exchange program is for preadolescent French students (between the ages of 10 and 13 years old roughly) to improve their English language speaking abilities and listening comprehension skills in an immersive environment during a three-week study abroad program in the United States. Students will also begin cultivating intercultural skills to allow them to communicate effectively across cultures.

Content

The first part of the content will be language oriented, as students will be immersed in an academic environment, attending classes with other U.S. students. While they may not be able to understand what is going on in every lesson, they will train their ear and work on their

listening comprehension skills. Students will be paired with a buddy in class who will help to explain lessons and activities. If the content is too challenging to understand, teachers will provide alternative activities. The group leader will assist and support teachers if this is the case. Students will not all be placed in the same class: they will be spread out between grades 5 and 8 (based on their age and maturity), since Collegiate middle school includes these four grade levels. Additionally, students will benefit from English as a second language classes, where they will be able to work on their language skills in a more concrete environment and process what they have learned in the other classes. Students will take a placement test online prior to arrival so that the ESL teacher can adequately prepare for their arrival, and to help evaluate their overall progress at the end of the program.

The second part of the content will focus on cultural and cognitive development: students will work to build their intercultural skills through a variety of activities and exercises, while also learning what it means to reflect critically and how to practice this skill. They will learn about these skills during a class run by the French group leader.

Sequence

Before departure, students will take an online ESL test through the host institution to evaluate their level and English language needs. These results will determine the sequence for the ESL course. Students will work on grammar, vocabulary, writing, and pronunciation primarily in the ESL class to help with what they are already learning elsewhere.

During the cultural reflection course, students will begin by determining individual and group goals with their group leader for the exchange as a whole. Over the three weeks, they will work on creating a blog that will narrate their journey. The blog will give them a place to record

their experiences and will serve as a way to discuss different cross-cultural interactions. They will be able to discuss these moments with each other and with the group leader to help them digest and learn from their experiences. The group leader will provide a variety of prompts to inspire students. At the end of the program, they will present a portion of the blog to a class of students at the host institution, combining both the ESL and reflection courses. Please see appendix G for a more in-depth look at this assignment. After returning to France, students will take part in a day-long re-entry orientation to discuss returning to life in France, counter-culture shock, and other pertinent topics.

Learners

This program is designed for preadolescent, or preteen, French students, between the ages of 10 and 13 (roughly), coming from Saint-Denis International School in France. Students in this age group are transitioning between the concrete operational stage and formal operational stage of cognitive development, based on the work of Jean Piaget.

Instructional Processes

Students will learn through a variety of instructional activities, including formal English classes and other lessons at a U.S. middle school, recreational sports and activities, homestay experiences, and a special class taught by their group leader to facilitate their learning of reflective practice and intercultural skills. Appendix F provides a sample weekly schedule for more information. Students will audit classes four days a week from 8 am to 12 pm with their American partner. They will have lunch and some free time from 12-1 pm every day. They will meet with the group leader in a separate classroom space with computers three times a week for

one hour each time. Students will have a total of six hours of ESL class per week. In the afternoons, students will have the opportunity to participate in extracurricular activities, such as theater, sports, volunteer clubs, and so on. Students will not be able to compete in any official games or competitions.

When participants meet with the group leader, it will be to work on developing their intercultural communication skills. Students will work on their blog, but will also be asked to reflect using a journal with specific writing prompts and through group discussions. The group leader will facilitate their learning about intercultural sensitivity by discussing their daily experiences in the United States. Appendix G provides a detailed look at the blog activity.

Instructional Resources

Students will have traditional educational resources for their classes during the program (notebooks, pencils, pens, French/English dictionary, etc.). They will all keep a writing journal and use an online website for their blog. Students will have access to a computer lab during group sessions. The group leader, teachers, coaches and other education professionals are key in the learning process. The setting for their learning will be diverse, as they will be learning both in and outside the classroom.

Evaluation

Students will be evaluated using a variety of tools: they will receive a formal grade in the English as a second language class, as well as feedback from teachers in other subject areas to assess their level of involvement and participation. This will include extracurricular activities as well. Their writing journals, online blog, and in-class discussions will be used to evaluate their

growth and learning overall. Host families will also provide feedback on each student's participation and individual language improvement during the course of the program. The evaluation section of this paper provides a more detailed look at participant evaluation.

Adjustment

At the end of each week during the program, students will be asked to check in with the group leader to make any necessary adjustments for the following week. At the end of the program, students and parents will complete a questionnaire to give feedback and provide suggestions going forward. The hosting school and host families will also provide feedback from their perspective to improve the program.

Staffing Plan

The International Coordinator at Saint-Denis International School will handle the administrative tasks relating to the organization and coordination of the short-term French youth exchange program. Saint-Denis will use an online database software to assist the International Coordinator with administrative tasks. The International Coordinator will consult the Director of International Programs to validate candidate selection, dates for travel, budget, and so on. The school accountant will also meet with the International Coordinator to discuss and validate the budget.

The short-term French youth exchange program will require a program leader to travel with the group to the U.S. Based on the needs assessment, it would be ideal for this person to already be employed by Saint-Denis International School and to be bilingual in English and French. The International Coordinator will hire the group leader. Appendix H lists a detailed

job description for this role. If no candidate is qualified or interested, the International Coordinator will be the backup group leader.

Program Marketing

Marketing for this program will be rather manageable, since it is only open to a small group of students. After the needs assessment was conducted, it became clear that this program is only appropriate for students with an advanced English level in 6th and 7th grade at Saint-Denis International School. The pool of potential candidates is roughly 60 students (30 in each grade). For this program, potential candidates will receive a booklet with program information. The booklet will include program fees, the pre-application form, candidate eligibility, program details, etc. The booklet will be designed by an outside marketing company to ensure that it has a high standard. However, the booklet will be printed in-house. The program will be announced on the school website and Facebook page. After the first year of the program, student feedback, pictures, and videos can be used in marketing material. The International Coordinator will hold a meeting for interested parents and students once the program has been announced to respond to any additional questions and comments.

Participant Recruitment and Admissions

This program will be open to 6th and 7th graders in the advanced level English classes at Saint-Denis International School. Students in these classes follow a bilingual track and graduate from high school with a degree recognized by the College Board in the United States. Students and their families will receive the program booklet with the pre-application form. Participant requirements will be as follows:

- Must be in 6th or 7th grade;
- Must be in either the international or euro one English class at Saint-Denis (the advanced English classes)
 - Students in the international section complete an English language entrance exam and interview in English in order to be admitted into the section;
- Must be between the age of 10 and 13 years old at the time of admissions;
- Students will be selected after the first six weeks of school and
 - Must have approval from their homeroom teacher
 - Must have approval from their English teacher
 - Must be in good academic standing (at least 12/20)
 - Must not have any outstanding disciplinary record;
- New students must submit report cards from previous schools and attend an interview;
- All applicants must complete:
 - The pre-application materials
 - Application
 - Letter to host family with photos.

Only complete applications will be considered for admission.

Logistics

Passports and Visas

All participants need to have a valid passport to travel to the United States. Additionally, students will need to complete the Electronic System for Travel Authorization (ESTA) in order

to travel to the United States. A copy of both the valid passport and ESTA are required in the application materials. Non-French citizens may also apply to the program. If they come from a country requiring a different authorization than ESTA, they will meet with the International Coordinator to complete the application online. The participant will also need to travel to the U.S. Embassy in Paris for a formal interview with their parents. This expense is not included in the overall price and students will need to organize their visit to the U.S. Embassy on their own. If the visa is denied to the participant for any reason, they cannot participate in the program. This is why it is important to apply for the visa five months before departure.

International Travel

The group will travel together on a direct flight from Paris Roissy Charles de Gaulle airport to Washington Dulles airport on an AirFrance flight. The group will meet at the departure terminal, 2E, three hours before the flight leaves on the day of departure. Upon return, parents will collect their child at the airport exit. The French families need to coordinate travel to and from the airport at their own expense. The International Coordinator will reserve and pay for the tickets with the AirFrance group travel coordinator and the school accountant. The airfare is included in the program cost. In the United States, the host school will arrange to have transportation for the group to and from the airport. The group leader will pay for this expense upon arrival.

Housing

All students will stay with a host family (one student per family) and will agree to host their host brother or sister when they travel to France. As cited in the program description, 15

U.S. students will travel to France during the second portion of the exchange, so the International Coordinator will be responsible for recruiting additional French host families. U.S. families will not receive any sort of stipend to host a student. They will agree to host, as the French family will host their child during the trip in France. Families will provide all meals (except for meals at school and on excursions). If the French student organizes an activity with friends that does not include the family (going to the movies, for example) the French student would pay for their ticket.

Orientations

Students will participate in a pre-departure orientation module. This will consist of a meeting with their parents and the International Coordinator, a meeting with the students and the group leader, and an online preparation module. The online module will include an ESL placement test for the ESL classes at Collegiate and a variety of short articles and videos to get them prepared for their new adventure. The online module will be organized by the International Coordinator.

On the first day of school in the United States, students will participate in an on-site orientation at the host school. This will consist of a welcome breakfast with their host brothers and sisters and some school staff. Then, they will have a school tour, followed by a session with the American Program Coordinator to go over schedules and any major school policies. The group leader will be with students during this entire time to facilitate and translate if necessary.

At the end of the program, when students go back to school in France, they will have a re-entry orientation to help with any reverse culture shock. This is also when students will complete program evaluations.

Field Trips

There will be two Saturday field trips for French participants during the program. The group leader will travel with students for both excursions. Collegiate School will organize to have a driver and minibus available for the group, but the expense will be covered by the program budget. Collegiate will also provide a picnic lunch for everyone in the group.

The first of these field trips will take place in Washington, D.C., where students will have the DC Explorer Pass. This pass includes admission into three attractions at the capitol. The group leader will ultimately decide which attractions to visit, but students will also research Washington, D.C. Additionally, the group will visit famous monuments, such as the White House and the Lincoln Memorial. These cultural visits will give students the opportunity to learn about U.S. history.

During the second field trip, students will visit Monticello, the home of Thomas Jefferson. This will be a shorter field trip compared to the DC excursion. Students will visit the house and gardens at Monticello, and will have the opportunity to learn specifically about slavery and plantation life. The group leader will use both Saturday field trips to help teach students about U.S. history and culture.

Health and Safety Plan

Saint-Denis International School has implemented a series of health, safety, and security policies to protect every program participant. The host school has a closed campus that is monitored and staffed by security officers. There is a school nurse on campus during academic

hours. Students participating in this program will have to submit the following health and safety forms:

- A copy of all vaccines;
- A medical certificate stating that the student can participate in a three-week exchange to the United States, that they are in good medical standing, and to disclose any health problems.
 - The certificate should also state that the child can participate in PE class and any athletic practices;
- A dental certificate stating that the student does not need to have any dental work in the following month and that their oral health is in good standing;
- A signed contract by both students and parents stating that the student will follow the program rules and policies;
- A completed health form stating any allergies and medications the student needs to take;
- Copies of any prescription medications;
- Signed release form in case the student needs to go to the hospital.

These documents will be shared with the coordinator and school nurse at the host school.

All students traveling to the United States have to sign up on the French government run website, *Ariane*, which automatically sends updates in the event of a threat (terrorist, weather-related, etc.). The International Coordinator will sign students up on this site as a school group. In the event of a threat, parents, school officials, and any other adults added on the site will be contacted via email. Furthermore, Saint-Denis will submit travel details, host family information, and host school contact information to the French minister of education prior to the trip.

All students will be covered by a comprehensive health insurance during their stay in the United States. If they have an emergency or need to see a doctor, the group leader will accompany the student. In order to attend school in the United States, all students need to have the necessary vaccinations. French parents will need to sign several release forms so that host families and the school nurse can provide over the counter medication if necessary.

The Collegiate School website also lists an extensive wellness plan that “results in curriculum, programs and services that work in sync to enhance the emotional and physical health and well-being of each member of the Collegiate community” (Collegiate School, n.d.). School nurses and counselors work with other members of the community to ensure that all students are healthy. The French students can benefit from these services during the exchange. The group leader should be present in case translation is necessary. The group leader will also act as the link between the host families and host school, and the French families and French school. Any time a student falls ill, the group leader will address an e-mail to the International Coordinator, Director of International Programs, and the family to inform them of the situation. The International Coordinator will then contact other members of the school community in France depending on the severity of the issue. If necessary, the group leader will call the French family.

French students are expected to attend class and stick to their schedules at all times for safety reasons. If a student needs to go to the nurse, they will follow Collegiate School policies and the group leader will be called to go to the nurse with them. If a student is reported absent from a class, the group leader will be called immediately to find out where the student is. During field trips, students will stay with the group leader at all times. Outside of school, French students need to be accompanied by a member of the host family at all times. It is preferable that

they stay with an adult if they are leaving the home. However, host families can use their judgement for certain situations. For example, they may choose to let the French student and their host have two hours of free time shopping at the mall and meet up with them at a designated place at the end of that time. French students should never be alone without any host.

Crisis Management Plan

Program participants will follow the crisis management plan in place at Collegiate School during their program.

After consulting with a practicing physician in the United States, below is the following crisis management plan for a health problem:

1. Fever: students who have a fever will stay home from school. If the fever lasts for more than 48 hours, the student needs to see a doctor. If the fever is accompanied by other symptoms, the student should see a doctor after 24 hours.
2. Vomiting: if a student is ill due to vomiting, they should stay home from school. If the vomiting persists for more than 24 hours, or if there is blood in the fluid, the student should consult a doctor.
3. If either fever or vomiting are accompanied by other symptoms, the student should see a doctor after 24 hours.
4. Colds: unfortunately, there is no cure for the common cold. If students have a sore throat, runny nose, headache, or cough, but do not have a fever, then they should continue to go to school. If the cold lasts for more than five days, then they should consult a doctor.

5. All students who are not feeling well should get plenty of rest, drink liquids, and eat healthy foods. Students are able to bring their own medication from France and take that on their own. Parents will also sign a release form so that the school nurse and host families can administer over the counter medications, such as Tylenol.
6. Students can see the school nurse during school hours.
7. Other illnesses: if students show symptoms for any other illness, the school nurse should be consulted immediately. If it is a weekend, host families should contact the French group leader to evaluate the situation. If necessary, the group leader will contact the International Coordinator, then the Director of International Programs to decide if further steps need to be taken.

It is important for French students and their families to understand these rules in advance because students cannot miss school, unless they fall into one of the categories listed above. Students may feel tired, homesick, and a bit sad at some points during the exchange, but this does not justify missing school. Host families cannot be expected to stay home with a child for any reason. In France, many children are used to going to the doctor for minor health issues as it is free. Understanding the American health system will be covered during orientation.

There will be two categories in the crisis management plan: health and security. In the event of a health crisis (an illness or problem more severe than what is listed in the health and safety plan), the following will take place:

1. Scenario one: there is a crisis when the student is with the host family (for example, the student is in a severe car accident). In theory, the student will not be alone as it is required that they always be with a member of the host family. The host family will call the group leader as soon as possible. The group leader will immediately contact the

Director of International Programs to take action. If the Director is unavailable, the group leader will call the Head of School. The Director or Head of School will contact the French host family while the group leader contacts the insurance company. Then, they will contact the American coordinator of the exchange for back-up. A crisis in this case means the student needs to go to the hospital. The group leader will meet them there with the host family and American coordinator and act as a liaison between the hospital and the insurance company. The possibilities for a health crisis are extensive, but ultimately the insurance company will work with the hospital to decide what plan of action is best for the patient.

2. Scenario two: there is a crisis when the student is at school (for example, the student is experiencing severe abdominal pain and the nurse believes the student has appendicitis). In this case, it will be necessary to follow Collegiate's policies regarding an emergency. It is ultimately the same as scenario one, except that the group leader will also notify the host family of the emergency. All other actions remain the same.
3. Scenario three: there is a crisis when the student is on a field trip (for example, a student passes out while visiting a museum). If this occurs, the group leader will contact local authorities to assist the student in need (for example, calling 911 to have an ambulance come). After, the group leader will contact the bus driver, who will act as a back-up chaperone and come in to monitor the remaining French students. Then, the group leader will follow the same actions as the previous scenarios. However, the American coordinator or a French teacher will also be called in to assist with the remaining French students.

In the event of a security crisis, the following will take place:

1. Scenario one: there is a security crisis when the student is with the host family. Host families will need to use their best judgement to react in the event of a security emergency. Ideally, they will find a safe place to stay with the French student. Once this is accomplished, they will contact the group leader and American coordinator to explain the security issue. The group leader will contact the Director of International Programs, Head of School, and French family. Once the crisis has ended, they will meet with the student to evaluate their well-being and follow up again with the respective parties in France.
2. Scenario two: there is a security issue at school. Collegiate has a very secure campus with surveillance and security officers, so hopefully no security crisis will occur. Still, it is extremely important to be prepared for all scenarios. If there is a security threat at school, students will follow Collegiate's security and safety policies. Participants will be briefed on these policies when they complete the on-site orientation. The group leader will contact the Director of International Programs, and the Head of School as soon as possible to explain the security issue. The Director of International Programs will contact the French families to relay information and keep them up to date.
3. Scenario three: there is a security emergency during a field trip. Similar to scenario one, the group leader will use their judgement to ensure the safety of all program participants. They will need to work with local authorities to handle a security issue. If there is a major threat before the field trip, it can be canceled and an alternative, local activity will replace it (for example, going to a movie and going bowling). The group leader will follow the same actions as scenario two to contact the necessary parties.

If the French government does not advise students to travel to the United States any time before the exchange due to security reasons, it is possible to cancel the program altogether. This would be an unfortunate event, but if the students' safety and well-being is at risk, the group leader, International Coordinator, Director of International Programs, and Head of School would decide together what is best.

Evaluation Plan

Purpose and Rationale

Scriven (2006) defines evaluation as the “process of determining the merit, worth, or value of something” (as cited in Vestman & Conner, 2006, p. 225). The data obtained through evaluative methods are “aimed at informing decisions to improve performance and results” (Levine, 2014, p. 5). In order to properly evaluate the program and participant goals and objectives, a final evaluation will take place at the end of the first year of the short-term French youth exchange program. The evaluation will take place in March 2020 and will evaluate the program and participant goals and objectives cited in this proposal. After this evaluation is completed, the data will be analyzed and presented to the stakeholders to make any necessary changes to the program for the following year. Please see Appendix K for the logic model.

Evaluation Questions

Through various data collection tools, this evaluation will assess the effectiveness of the program in achieving the goals of the short-term youth exchange program. Data will be gathered to answer the following questions:

1. What knowledge and skills did the students gain by participating in the program?
2. What improvement was made in terms of English?
3. How did the program curriculum and activities balance academic expectations and cultural exploration?
4. To what extent were participants able to develop their intercultural communication skills?

A mixed method approach will be used to collect and analyze both quantitative and qualitative data to address the evaluation questions. Mixed methods used may include, but are not limited to, surveys, interviews, and focus groups. Mertens and Wilson (2012) stated that, “Evaluators commonly use interviews to establish the focus of an evaluation, followed by quantitative measures of intended outcomes. These might be combined with observations and document reviews during the project” (p. 402).

Evaluation Methods

Report Cards: Participants will receive a formal grade and feedback from the instructor in the ESL course. Before students arrive, they will take a placement test to measure their English language improvement during the three weeks. In the other classes, teachers will provide comments for each student regarding their participation in class. Students will also be evaluated by the group leader in the cultural reflection course at the end of the three weeks.

Surveys: French parents and U.S. host families will complete an online survey utilizing Google Forms to gather both quantitative and qualitative data. The International Coordinator will create, send out, and collect the data from the surveys. The French families will evaluate their experience in the program regarding preparation, orientation, administrative tasks, and their overall satisfaction. The U.S. host families will evaluate their host student, their investment in

family life, and their willingness to speak English at home. Please see appendix J for these questionnaires. Graphs will be used to visually display findings. Participation in the surveys will be highly encouraged, as feedback from the host families and the French families is fundamental for further program improvement. The surveys will be sent electronically, asking participants to complete them within two weeks. After one week, a reminder email will be sent, and then one last time when two days are remaining.

Focus Group: Program participants will participate in a focus group to discuss their experience during the exchange. The purpose of the focus group will be for students to share their reflections on the program, which is vital to the evaluation. The group leader will work with the International Coordinator to develop a guide for the focus group, and the Director of International Programs will approve the guide before beginning. The focus group will take place during the re-entry orientation and the group leader will act as the facilitator and record observations. All program participants will be asked to participate in the focus group, but whether they wish to speak or not is up to them. Please see appendix J for a sample focus group guide.

Interviews: The International Coordinator at Saint-Denis will interview the group leader and the program coordinator at Collegiate to evaluate the program from an operational and administrative perspective. The interviews will be mandatory as part of the overall program as it is vital to hear from the program staff. The interview with the U.S. coordinator will take place over Skype, and the other interview will take place in person. The interviews will allow parties involved to debrief, to discuss what worked and what did not work, and to brainstorm ideas and adjustments for the future.

Resources and Analysis

Funding for this evaluation will come from the indirect rate calculated in the program budget. The evaluation will be conducted internally by the International Coordinator and the group leader, and will be supervised by the Director of International Programs. At the end of the program, participants will spend a weekend at home before returning to school. The evaluation will therefore begin a few days after returning to France. After the data has been collected, the International Coordinator will have two weeks to compile and analyze it. The total timeline for the evaluation is four weeks.

Limitations

The proposed program evaluation will take place immediately after it has ended, and thus it does not intend to measure the long-term impact of the program. However, students will be assessed at the end of each term in France by their teachers through report card comments, and hopefully their input and comments will reflect the skills obtained by the participants in the United States.

Ethics and Sharing Results

Ethics are of the utmost importance in an evaluation, especially when children or at-risk populations are involved. The group leader is positioned best to evaluate the students, which is why the focus group will be conducted by the group leader during the re-entry orientation. The group leader will “establish a level of cultural trust by consistently behaving in a manner that exemplifies their respect for and knowledge of the particular community” (Frazier-Anderson, Hood & Hopson, 2012, p. 358), with all participants, both before, during, and after the trip. The International Coordinator is best positioned to conduct the other pieces of the evaluation. The

International Coordinator will strive to work in a professional manner and will use integrity when completing the evaluation.

Once the evaluation is complete, the International Coordinator will present the results to the Head of School, Director of International Programs, and a few other members of staff through a PowerPoint presentation. A written report will also be sent electronically to these parties, as well as the board and to Collegiate School. The findings of the evaluation will be used to decide whether it makes sense to continue the program, what needs to be improved or adjusted, and will also be used for future marketing purposes.

Conclusion and Implications

Study abroad will continue to transform during the coming years and it is important to be responsive to current trends and the needs of stakeholders. The short-term French youth exchange program provides stakeholders with a program that meets their needs. There are currently no other short-term study abroad programs for French preteens that take place during the academic year that include a homestay option and allow participants to attend school, living like a true American student, and focus on developing intercultural communication skills. The successful execution of this program could open doors for other study abroad providers and academic institutions to begin exploring similar options. Likewise, it may encourage U.S. educational establishments to look for new partnerships to set up this kind of a program. Since no programs of this type exist currently, there is a gap in existing research on the impact this type of program could have on participants. Further research on the impact of an intercultural exchange program for preteen youth will contribute to knowledge and practice in the IE community. The goal of the short-term youth exchange program is not to financially benefit any

school, but rather to benefit the students participating in the program and to help them create skills that will help them succeed in their future. Indeed, the goal of this program is to influence and shape global citizens of tomorrow.

References

- Collegiate School. (n.d.). Our School. Retrieved from <https://www.collegiate-va.org/page/our-school/all-about-us/the-collegiate-experience>
- Collegiate School. (n.d.) Wellness. Retrieved from <https://www.collegiate-va.org/page/programs/wellness>
- Cours Saint Charles. (n.d.). Séjours et échanges culturel et linguistiques en A.S.B. Retrieved from <http://www.stcharles-orleans.com/anglais-bilingue/activites/sejours-linguistiques.html>
- Culatta, R. (2018). Genetic Epistemology (Jean Piaget). Retrieved from <http://www.instructionaldesign.org/theories/genetic-epistemology/>
- Education First. (2018). *Séjours linguistiques : Groupes encadrés pour collégiens et lycéens* [brochure]. Retrieved from https://www.ef.fr/lt/e-brochure/?source=007903,Salesforce_e-BR_LT_FR&cs=interest&sk=00Q1v00000K4T3PEAV&cm_ven=ExactTarget
- Erasmus+ France. (2016). Etudier à l'étranger avant le bac, c'est possible : Collégiens, lycéens, apprentis, étudiants, partez en mobilité avec Erasmus+ ! Retrieved from <http://www.agence-erasmus.fr/actualite/659/etudier-a-l-etranger-avant-le-bac-c-est-possible-collegiens-lyceens-apprentis-etudiants-partez-en-mobilite-avec-erasmus>
- Engle, L., & Engle, J. (2003). Study abroad levels: Toward a classification of program types. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 9(1), 1-20.
- Frazier-Anderson, P., Hood, S., Hopson, R.K. (2012). Preliminary considerations of an African American culturally responsive evaluation system. In Lapan, S.D., Quartaroli, M.T., Riemer, F.J. (Eds). *Qualitative research: An introduction to methods and designs* (pp. 347-372)

- Harbor, L. (2018). Foreign language immersion & cultural immersion. Retrieved from <https://flsas.com/teen-study-abroad/>
- Levine, C. (2014). Embracing evaluative thinking for better outcomes: Four NGO case studies. Retrieved from <https://www.interaction.org/document/embracing-evaluative-thinking-better-outcomes-four-ngo-case-studies>
- Lapan, S. D., Quartaroli, M. T., & Riemer, F. J. (Eds.). (2011). *Qualitative research: An introduction to methods and designs* (Vol. 37). John Wiley & Sons.
- Mertens, D. M. & Wilson, A.T., (2012). *Program evaluation theory and practice: A comprehensive guide*. Guildford Press.
- Saint-Denis International School. (2018). Our mission. Retrieved from <http://www.saint-denis.net/en/about-us/our-mission>
- The Experiment in International Living. (2018). Eligibility & prerequisites. Retrieved from <https://www.experiment.org/apply/eligibility-prerequisites/>
- Thornburg, H. D. (1983). Is early adolescence really a stage of development?. *Theory into practice*, 22(2), 79-84.
- Vestman, O.K. and Conner, R.F., (2006). The relationship between evaluation and politics. In I. Shaw, et al. (Eds.), *The SAGE handbook of evaluation* (pp. 225-242). Thousand Oaks, CA: SAGE Publications
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Ascd.

Appendices

Appendix A: Budget

Program Expenses	Cost per Unit	# Units	Total Cost
International Coordinator Salary	35000	0.1	3500
Director of International Programs Salary	50000	0.03	1500
Stipend for Group Leader	300	1	300
Marketing materials	1000	1	1000
Airfare	570	10	5700
Train ticket	100	1	100
Rental car	750	1	750
Transportation to/from the airport	1000	1	1000
Gas	100	1	100
Field trips	510	2	1020
Insurance	88.56	10	885.6
Direct costs total			15855.6
Indirect rate	15%		2378.34
Grand total			18233.94
Cost per student			2025.99333

Appendix B: Budget Notes

As indicated in the needs assessment, most parents were looking to spend around 2000€ for a three-week exchange in the U.S. This budget reflects the desire of the main stakeholders while taking into account all aspect of the budget.

Staff Salaries

The two members of staff working on this exchange are the International Coordinator and the director of international programs. The group leader will be an employee of Saint-Denis and will receive a small stipend for the exchange in addition to their normal salary. In the French system, benefits paid by the employer are already included in the salary.

Marketing Materials

This is based on an estimate with a local marketing and printing firm in Loches, France, for program booklets.

Airfare

This is the proposition from AirFrance at a group rate for 10 people traveling on a direct flight round trip from Paris Roissy Charles de Gaulle to Washington Dulles.

Train Tickets

This is for the group leader to get to/from the airport. The cost of the program begins at the airport, so families can choose whether they want to take the train or drive to the airport with their child.

Insurance

This is an estimate from Allianz Global Insurance for the three weeks in the U.S. for 10 people.

Field Trips

This includes the cost of renting a minibus for transportation, lunch, and museum passes for the entire group.

Rental Car

This is an estimate for the cost of a car for three weeks at a local car rental agency for the group leader.

Transportation to/from the Airport

This is the cost of transportation provided by the hosting school for both arrival and departure.

Indirect Rate

An indirect rate of 15% is included to cover human resources, accounting, senior staff, campus expenses, and any contingency expenses.

Appendix C: Participant Informed Consent



Title of the Study: Short-Term Study Abroad Program for French Youth in the United States

Researcher Name: My name is Kristia Grandison and I am a student with the SIT Master's in International Education low residency program. I would like to invite you to participate in a study I am conducting (for partial fulfillment of my MA in International Education). Your participation is voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. If you decide to participate, you will be asked to sign this form and you will be given a copy of this form.

Purpose of the Study: This short-term study abroad program for French youth in the United States responds to a growing demand coming from French parents and students looking for a short-term English language program. The objectives of the program are for French youth to: improve their English, develop inter-cultural skills, and have an authentic experience at a U.S. school. The research questions for this study are: 1) is a short-term (four-week) study abroad program beneficial for students aged 10 through 13 (roughly)? 2) Would the proposed program meet the developing need for French parents and students?

Study Procedures: Your participation will consist of either: a face-to-face interview, or participation in an online survey. The interview will take up to 45 minutes and if necessary a second session can be scheduled. The survey will take no longer than 15 minutes. The interview will be recorded. You can still participate in the study even if you do not want to be recorded.

Potential Risks and Discomforts: There are no foreseeable risks to participating in this study and no penalties should you choose not to participate; participation is voluntary. During the

interview, you have the right not to answer any questions or to discontinue participation at any time.

Potential Benefits: There are a great deal of potential benefits to our future students (and maybe your children if they are students), because we could potentially run the proposed program in the future.

Confidentiality: Any identifiable information obtained in connection with this study will remain confidential. All participants in this study will remain anonymous. I will be the only person to have access to the data on a password protected Google account. After the study is complete, I will delete the data. When the results of the research are published or discussed in conferences, no identifiable information will be used.

Consent to Quote from Interview: I may wish to quote from the interview with you either in the presentations or articles resulting from this work.

Initial one of the following to indicate your choice:

____(initial) I agree to consent to quote from an interview

____ (initial) I do not agree to consent to quote from an interview

Consent to Audio-Record Interview Initial one of the following to indicate your choice:

____ (initial) I agree to consent to audio record an interview

____ (initial) I do not agree to consent to audio record an interview

Researcher's Contact Information: If you have any questions or want to get more information about this study, please contact me at k.grandison@gmail.com or my advisor at alla.korz@sit.edu.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION: In an endeavor to uphold the ethical standards of all SIT proposals, this study has been reviewed and

approved by an SIT Study Abroad Local Review Board or SIT Institutional Review Board. If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the researcher please contact the Institutional Review Board at:

School for International Training,

Institutional Review Board,

1 Kipling Road,

PO Box 676,

Brattleboro, VT 05302-0676, USA

irb@sit.edu, 802-258-3132

PARTICIPATION AND WITHDRAWAL: Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

“I have read the above and I understand its contents and I agree to participate in the study. I acknowledge that I am 18 years of age or older.”

Participant's signature: _____ Date: _____

Researcher's signature: _____ Date: _____

Appendix D: Interview Guide for the Needs Assessment

Welcome the participant and thank them for participating in the interview.

Explain the research project and ask if they have any questions.

Ask if the participant still wants to continue.

- 1) Please tell me about your experience working in study abroad.
 - a. How long have you been working in this field?
 - b. What kind of qualifications do you have?
- 2) What kinds of recent trends have you noticed for French students looking to study abroad?
 - a. What insights can you give as to why these trends are occurring?
- 3) Do you think creating a study abroad program geared towards preadolescent students is a good idea? Why or why not?
 - a. Is this type of program feasible within our school's policies?
 - b. What do you think the outcomes and expectations of the program should be?
 - c. How could we integrate this type of program into the already existing French national curriculum?
- 4) What do you think the main challenges of this program would be? (for example, finding a chaperone for four weeks).
- 5) What do you think the benefits of this program would be?
- 6) Do you have anything else to add?

Thank the participant for their input! Explain that they will receive a copy of the study via email.

Appendix E: Survey Questions for the Needs Assessment

- 1) What grade is your child in?
 - a. 6th
 - b. 7th
- 2) How old was your child on January 1st, 2019?
 - a. _____
- 3) Is your child a day or boarding student?
 - a. Day
 - b. Boarding
- 4) How long has your child been studying at Saint-Martin/Saint-Denis?
 - a. _____
- 5) Is the international aspect of the school one of the top three reasons why you decided to enroll your child at school?
 - a. Yes
 - b. No
- 6) How important is it for your child to study abroad in grades 6 or 7?
 - a. Very important
 - b. Important
 - c. Somewhat important
 - d. Not important at all
- 7) How long would you like your child to study abroad for?
 - a. Less than one week
 - b. Between one and three weeks
 - c. Between three and eight weeks
 - d. Over eight weeks
- 8) Where would you like your child to study abroad?
 - a. USA
 - b. England
 - c. Other: specify _____
- 9) When (what time of the year) would you like your child to study abroad?
 - a. During the academic year
 - b. Summer
- 10) How important is it for your child to be accompanied by an adult during the study abroad program?
 - a. Very important
 - b. Important
 - c. Somewhat important
 - d. Not important at all
- 11) Does the adult need to be employed by our school?
 - a. Yes

- b. No
- 12) What is the most important aspect of the study abroad program?
- a. English language learning
 - b. Improvement in English speaking and oral comprehension
 - c. English grammar and writing
 - d. Developing intercultural communication skills
 - e. Developing maturity
 - f. Other _____
- 13) Do you expect your child to improve their English language ability during the study abroad program?
- a. Yes
 - b. No
- 14) What are your expectations for a study abroad program?
- a. _____
- 15) How much are you willing to pay for a program that meets all of your desired criteria for a four-week program abroad?
- a. Less than 2000€
 - b. Between 2000€ and 3000€
 - c. More than 3000€

Appendix G: Assignment: Cultural Reflective Practice Portfolio

Stage 1: Identify Desired Results

Established Goals: This project will take place during the four-week study abroad program in the United States. It will include a selection of the students' reflections over the course of the program. The portfolio will exist in a blog form online. Each student will work on the blog over the course of the program, adding text, photos, videos, and more. The established goals include: evidence that students have reflected critically during their program abroad, visual progress achieved, and indicators of intercultural awareness and sensitivity.

Understandings:

- Every individual is different and every culture is unique.
- Critical reflection is helpful for learning.
- Cultural sensitivity and tolerance are important skills to foster.
- Students, and everyone in general, may stereotype cultures, which is why discussion and understanding are necessary.
- Students may not be able to reflect at the desired level given their age/maturity level.
- Each student may process reflections differently through different formats (writing, speaking, images, videos, music, etc.)

Essential Questions:

- Now that this experience is coming to an end, what are my overall thoughts?
 - Are these thoughts positive or negative? Please give me an example.
- What are some of the most interesting discoveries I made?
- What were my most challenging moments?
 - Why were they challenging?

- What was the most important thing I learned?
- What is the happiest moment I had?
- What did I learn about this new culture?
 - How is this culture different from my own?
 - What would I like to borrow from this culture and incorporate into my own?
- Do I feel different in any way? If so, how?

Students will know...

- How to reflect after a critical new experience
- How to understand and appreciate cultural differences
- How to process experiences and learn from them

Students will be able to...

- Create a blog detailing their findings, emotions, experiences, etc.
- Share and collaborate with their peers
- Utilize multiple tools to help them reflect

Stage 2: Determine Acceptable Evidence

Performance Tasks:

Blog – Students will make a blog to demonstrate their understandings over the course of the program. The group leader will judge this performance by looking at the progress they make over the course of the program and by assessing their implementation of reflective practice techniques.

Discussions – In class discussions will help students to reach conclusions about their learnings and the group leader will assess the participation and overall learning of each student.

Other Evidence:

- Journal: students will also keep a journal during the program. They will only share a portion of it on the blog, but the group leader will also read the reflections in the journal to assess each student.
- Host Feedback: the host family and teachers at the host institution will provide a report at the end of the program to give their opinion regarding the achievements the student made over the course of the program.

Stage 3 – Plan Learning Experiences and Instruction

Using WHERETO Wiggins and McTighe (2005, pp. 22)

1. Before departure, meet with students and ask them about their dreams of traveling to the United States. Ask students to first write down answers, then to share through a discussion (H = Hook all students and Hold their interest).
2. Create the blog before departure and lead a workshop with students so that they know how to post, modify, etc. (W = Help the students know Where the unit is going and What is expected, Help the teacher know Where the students are coming from; E = Equip students, help them Experience the key ideas and Explore the issues).
3. Explain the idea of the portfolio: it will include a selection of reflections, photos, videos, music, and drawings. The students should post three times a week during the four-week program. They will receive a list of reflective prompts to respond to during their time abroad (W = Help the students know Where the unit is going and What is expected, Help the teacher know Where the students are coming from; E-2 = Allow students to Evaluate their work and its implications; E = Equip students, help them Experience the key ideas and Explore the issues).

4. Students will be able to choose what they want to post on the blog, as long as it is appropriate content. If they decide they want to make a video to show what their life is like in the American school, they will be given the opportunity to film and create a short video. If students would rather write or draw on their own to process their experience, they will also be given that opportunity. Students will be encouraged to explore multiple outlets. Students will receive IT assistance for the blog and have their group leader to guide them (T = Be Tailored to the different needs, interests, and abilities of learners).
5. Once abroad, students will comment and respond to other students work. Parents, host teachers, and friends will also be able to access the blog and comment, but only at the end of the program (R = Provide opportunities to Rethink and Revise their understandings and work).
6. Students will review feedback and comments on their work and be able to reflect on the feedback (R = Provide opportunities to Rethink and Revise their understandings and work; E-2 = Allow students to Evaluate their work and its implications).
7. Students will present the final portfolio to a class at the U.S. before returning to France as a final project (E-2 = Allow students to Evaluate their work and its implications).

Here is an example of an hour-long lesson with the group leader during the study abroad

program:

Procedure	Details	Comments (during the lesson)
Warm-up (10 minutes)	<ol style="list-style-type: none"> 1. Welcome students to class and complete attendance. 2. Check-in activity: each student goes around in a circle and uses one word to explain how they are feeling. 3. Use the warm-up to lead into the activity for the day. 	
Individual writing (10 minutes)	<ol style="list-style-type: none"> 1. Ask students to spend a few minutes responding to a set of reflective practice questions. 	

	<ol style="list-style-type: none"> 2. Students should complete this on their own and in their own space. 3. Provide help or additional prompts if students get stuck. 	
Discussion (15 minutes)	<ol style="list-style-type: none"> 1. Bring students back together as a group. 2. Do a barometer activity to get a sense of responses to prompts. There are two extremes “agree” and “disagree.” 3. The barometer activity should make students feel a bit more comfortable and ready to share. Ask for volunteers to explain their stance. 4. If students have differing views or opinions, listen to both sides and write down on the board main points. 5. Come back as a group to conclude the discussion. 	
Creative Expression (15 minutes)	<ol style="list-style-type: none"> 1. Give students time to go on the blog to decide what they want to post for the day. 2. They can either post: an excerpt from their journal, a quote from the discussion, a photo, song, or keep working on their video. 	
Conclusion (10 minutes)	<ol style="list-style-type: none"> 1. Thank students for participation in class. 2. Give homework or follow up work if necessary. 3. Check-out activity: students use one word to describe how they feel after class. 	

Appendix H: Detailed Job Description

Position: Group Leader

Summary: The group leader will accompany participants to the United States during the three-week program. The group leader will also be present at all pre-departure meetings and orientations, and at the re-entry orientation upon return to France.

Qualifications: The group leader must be employed by Saint-Denis International School. This means that the successful candidate will already have completed a criminal background check and will be eligible to work in France. Ideally, the group leader will make participants feel comfortable and safe. They should be able to work well with preteen students. The group leader must have excellent communication and intercultural skills. Further qualifications include:

- Bachelor's degree required;
- At least one year experience working at Saint-Denis International School and at least three years' experience working with middle schoolers;
- Must be at least 25 years old;
- Proficient or fluent in English, native or fluent in French;
- Previous international experience a plus;
- Must have a valid passport;
- Must have a valid driver's license;
- CPR certification is a plus.

Candidates do not need to be French, but it is preferable that they come from a country benefiting from the ESTA program to avoid obtaining a visa for the trip.

Major Responsibilities: The group leader will be responsible for participants during the three-week exchange.

- Attend pre-departure meetings;
- Run pre-departure and re-entry orientations in France;
- Ensure the safety and security of program participants;
- Travel with students to and from the United States;
- Facilitate learning and cultural experiences during the program;
- Coordinate with U.S. and French program coordinators;
- Meet five days a week with students and U.S. staff during the program;
- Communicate with parents in France and U.S. host families;
- Chaperone two weekend field trips;
- Complete evaluations upon return to France one month after program completion.

Supervisor: International Coordinator

Supervisory Responsibilities: Program participants

Compensation: The group leader will receive a 300€ stipend at the beginning of the trip. Since the group leader will already be employed by Saint-Denis International School, they will receive their base salary and benefits. All transportation, meals, and accommodation will be paid for by either Saint-Denis or Collegiate. The group leader should not encounter any additional expenses during the three-week program. Saint-Denis will also count this experience as professional development for the group leader.

Appendix I: Timetable for Delivery

Timetable for Delivery

	May	June	July	August	September	October	November	December	January	February	March	April
Coordination	Prepare program materials and send to potential candidates	Send out program materials and the preliminary application	Summer	Summer	Send out applications and begin collecting paperwork	Select candidates and collect remaining paperwork		Fill out paperwork for French ministry of Education			Send out program evaluations	Review data from program evaluations
Partners	Contact U.S. partners to confirm program						Send student profiles and travel details to U.S. partners	Confirm host families			Send out program evaluations and thank partners	Review data from program evaluations
Meetings	Meet with administrators to pitch the program	Hold interest meeting for parents and candidates to answer questions				Meet with selected students and parents			Pre-departure meeting with parents and students			Meet with administrators to go over evaluations and make adjustments
Financial						Program payment due	Reserve and purchase tickets	Program payment due	Send student details to insurance company		Review budget	

FEB 2020

SUN

MON

TUE

WED

THU

FRI

SAT

01

Meet at airport at 10:45 am
 Depart at 1:45 pm
 Arrive at airport at 4:35 pm
 Arrive at school at 8:30 pm

02**03****04****05****06****07****08**

Spend the day with host families
 Chaperone picks up car

First day at school
 On-site orientation
 Normal school day

Field trip to Monticello

09**10****11****12****13****14****15**

Spend day with host families

Normal school day

Field trip to Washington DC

16**17****18****19****20****21****22**

Spend day with host families

Normal school day

Normal school day

Normal school day

Normal school day

Goodbye lunch
 Leave school at 1:30 pm
 Arrive at airport at 3:30 pm
 Depart at 6:30 pm

Arrive in France at 8:00 am
 Families pick up children at 9:00 am

Appendix J: Evaluation Surveys and Guide

International Exchange Evaluation Form for Parents

Please complete this document with your child after they have returned from an international trip abroad. Your responses will be confidential and will help us determine whether we met our program objectives and goals. Your participation will help us improve our international programs abroad in the future.

- 1) What exchange did your child participate on?
- 2) On a scale of 1 (very poorly) to 5 (excellent), how would you rate the overall organization of the trip?
- 3) How was the experience in a host family?
- 4) How was the academic experience?
- 5) On a scale of 1 (not at all) to 5 (yes, absolutely), did your child make an effort to speak the language, participate in family life, and so on?
- 6) The strong point of the experience was...
- 7) An area for improvement would be...
- 8) Do you have any other comments to share with us at this time?

Thank you for helping us to improve our international programs!

Evaluation form for Host Families

Thank you for opening your home to the world! We appreciate your kindness, generosity, and patience. In order to help us improve this program and evaluate the progress made by the student you hosted, we would greatly appreciate your participation in the following survey. Please know that your responses will be confidential and will be used to help us determine whether program and participant objectives and goals were met. If you have any follow up questions or comments, please feel free to contact the International Coordinator at Saint-Denis.

Part one: the student

1. Which student did you host?
2. Did you notice any progress in the English language skills made by the student between the beginning and the end of the exchange? Please elaborate.
 - a. Did the student speak more in English at the end of the program?
 - b. Did you notice improvement in their listening comprehension?
3. Did the student participate in family life and family activities?

Part two: the program

1. On a scale of 1 (very poorly) to 5 (excellent), how would you rate the overall organization of the exchange?
2. On a scale of 1 (very poorly) to 5 (excellent), how would you rate the involvement, coordination, and communication with the group leader?
3. What was the most challenging part of this experience?
4. What was the most enriching part of this experience?

Part three: Please share any other comments you would like to add.

Thank you for your participation in this questionnaire!

Focus Group Guide

Students will participate in a day-long re-entry orientation upon return to France. The orientation will include a variety of activities, but this guide will only focus on the evaluation that will take place with the students and group leader. The group leader will act as the facilitator for the focus group.

1. Who can tell me about how it felt to go home this weekend?
 - a. Did you notice anything different, about home or about yourself?
2. Who can tell me what it felt like coming back to school today?
3. When you think about your experience in the United States, what comes to mind?
4. What was the most challenging part of the experience for you?
5. What is one experience where you could have made more of an effort?
6. What was the most positive part of the experience for you?
7. Is there anything you missed from France when you were in the United States?
8. Is there anything you miss now that you are back in France?
9. How can you use this experience and everything that you learned now that you are back in France?

Appendix K: Logic Model

Program: Short-Term Youth Exchange Program Logic Model

Situation: There is a lack of short-term English language programs geared toward pre-adolescent French youth that take place during the academic year and include an in-school experience. Students need to develop intercultural and linguistic skills and encouraged to do so at a younger age.

Stakeholders: Saint-Denis students, parents, board, administrative staff, host school and host families.

Goal: This program will allow students to improve their English and develop intercultural skills, which will ultimately help them succeed in countless ways down the road. They will learn about intercultural cooperation and foster relationships across cultures, helping them to become global citizens of the world.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
<ul style="list-style-type: none"> Operational funding Program staff and group leader 9 program participants (10-13 years old) Program materials Partnership with Collegiate School Health insurance 	<ul style="list-style-type: none"> Orientations Host families ESL classes Cultural class Excursions/field trips Extracurricular activities 	<ul style="list-style-type: none"> Active engagement of students in classes and during activities/field trips Engagement with host family 	<ul style="list-style-type: none"> Improved listening comprehension and speaking skills in English Students participate in school and host family activities 	<ul style="list-style-type: none"> Students gain intercultural skills Build confidence Feedback from teachers is positive and helps to measure success 	<ul style="list-style-type: none"> Intercultural cooperation Program satisfaction from stakeholders

Assumptions
<ul style="list-style-type: none"> 9 program participants Skilled personnel to deliver the program

External Factors
<ul style="list-style-type: none"> Safety and security in the United States and in Richmond, VA Willingness to participate in the exchange from the host institution