



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Request for Proposals

2024-2028 PERSIAN DOMESTIC UNDERGRADUATE FLAGSHIP PROGRAMS

Application Guidelines

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PREFACE

The Institute of International Education (IIE) is pleased to provide application guidelines to develop Domestic Undergraduate Flagship Programs in Persian. The Language Flagship is a major initiative of the National Security Education Program (NSEP), which is part of the Defense Language and National Security Education Office (DLNSEO).

NSEP was created by Congress in 1991 to increase the ability of Americans to communicate and compete globally by knowing languages and cultures of other countries. NSEP recognizes that the scope of national security has expanded to include not only the traditional concerns of protecting and promoting American well-being, but also the new challenges of a global society, including sustainable development, environmental degradation, global disease and hunger, population growth and migration and economic competitiveness.

The Language Flagship has already achieved national success in launching new and innovative programs of advanced instruction. We hope to identify and invest in the development of U.S. campus-based Undergraduate Domestic Persian Flagship Programs.

More information about the Flagship program and the current Persian Domestic Flagship programs can be found at www.thelanguageflagship.org.

SECTION 1: OVERVIEW

Through this solicitation, the Institute of International Education (IIE), acting as the administrative agent of the National Security Education Program (NSEP) for The Language Flagship, requests proposals from U.S. Institutions of Higher Education (IHEs) to develop and implement Undergraduate Domestic Flagship Programs in Persian.

The Language Flagship

The Language Flagship is a partnership between the Department of Defense and U.S. IHEs with the mission of creating new models of language learning that produce college graduates with professional-level or Interagency Language Roundtable Level 3 (ILR 3) proficiency in Arabic, Chinese, Korean, Persian, Portuguese, and Russian.

Flagship Programs set high expectations for participating students of all majors and provide the opportunity for these students to reach professional levels of proficiency in the target languages. Regardless of their disciplines, students make language an integral part of their undergraduate academic pursuits. All Flagship Programs include rigorous language training and cultural immersion at Overseas or Domestic Flagship Centers.

The objectives of The Language Flagship are to:

- Strengthen programs for undergraduate students of all majors and disciplines that teach Flagship target languages to the professional level (ILR 3) and beyond to improve the national pool of U.S. citizens who are proficient in critical languages;
- Provide students at all levels with opportunities and additional support for language learning leading to professional-level proficiency;
- Provide students at all levels with expertise in the culture of the regions where Flagship target languages are spoken with the goal of producing Flagship graduates who are not only language proficient but also culturally knowledgeable and aware;
- Integrate the effective use of language learning technology into pedagogy and student learning tools;
- Articulate Domestic Flagship Program instruction with high-quality instruction in Overseas and Domestic Flagship Centers;
- Achieve Flagship undergraduate student enrollment, retention, and completion rates that maximize the number of students completing the entire domestic and capstone program with students achieving Flagship Certification;
- Increase the number of Flagship graduates with federal service commitments through participation in Boren and ROTC Scholarship opportunities intended for Flagship students;

- Provide professional development opportunities for Flagship faculty, instructors, and staff on student-centered and outcomes-based teaching and learning and to develop their professional and leadership skills to ensure program sustainability; and
- Increase institutionalization and sustainability of Flagship Programs and practices over time and secure long-term institutional commitment to improving language learning.

Domestic Undergraduate Flagship Program

The goal of an undergraduate Flagship Program is to increase the number of U.S. students of all majors reaching professional-level proficiency (ILR 3) in speaking, reading, and listening by the time they complete their bachelor's degrees. Applicants must describe in detail how a proposed Flagship Program would attract and recruit students both locally and nationally from a variety of majors and disciplines. New awards are for Domestic Undergraduate Persian Flagship Programs for the 2024-2028 grant cycle.

- ✓ Proposals must demonstrate a clear curricular program and learning pathways for multiple student types, from novice to advanced learners, which includes articulation with the Overseas or Domestic Flagship Centers which are described below. The Persian Stateside Flagship Center is in College Park, Maryland. The proposal must also make evident a plan that will enable students to graduate within a four- or five-year period with ILR 3 proficiency.

Capstone Study Requirements

Admissions requirements for the Domestic Capstone Program are determined by standards set by domestic Flagship Directors and include a minimum of an ILR 2 in speaking and in one other modality (reading and listening), and not lower than an ILR 1+ in any modality.

The requirement that all qualifying Undergraduate Flagship Students commit to study in the Capstone Program for one academic year is fundamental to establishing a high standard for language and culture immersion. All domestic Flagship Programs develop the appropriate administrative structures and curricular approaches to ensure that all students are prepared to learn and work in their subject areas in an immersive academic environment.

In order to prepare Flagship students for the Capstone, Domestic Flagship Programs integrate the following essential components into their curricula:

- Key literature, history, politics, and media courses;
- Opportunities for students to develop academic and professional literacy skills;
- Targeted language training to support study and professional work in a major discipline and/or career field; and
- Opportunities for students to gain cultural knowledge through coursework, self-reflection and self-learning, and through other means.

The Capstone Flagship Center for Persian is as follows:

- Persian Stateside Capstone Program administered by the University of Maryland – <https://sllc.umd.edu/special-programs/arabic-persian/persian-flagship/capstone>

While on Capstone, students engage in further Flagship directed language instruction, direct enrollment in coursework related to their academic discipline(s), and professional internships.

Undergraduate Flagship Student Requirements

All Flagship Programs are required to maintain data on students served by the Flagship Program. Flagship Programs include two types of students: At-Large Students and Flagship Undergraduates. At-Large Students are those who participate in Flagship level coursework but may not have committed to participate in or complete a full Flagship Program. A Flagship Undergraduate is a student who has applied for and been granted formal admission to a Flagship Program. Capstone Flagship programs only include Flagship Undergraduates.

Flagship Undergraduate students must register in the Flagship administered Student Certification System (SCS) to be eligible to receive Flagship student support funds. Domestic Flagship programs then have the responsibility of tracking the progress of student participation in Flagship coursework and proficiency development within SCS.

Eligibility

This solicitation is open to U.S. IHEs with strong existing Persian language programs and demonstrated experience delivering high-quality undergraduate language instruction.

In addition, all applicants will need to certify that their institution does not host a Confucius Institute, or certify that they have obtained an approved [waiver](#) from the DoD Office of the Under Secretary of Defense for Research and Engineering Confucius Institute Waiver Program (CIWP) per the provisions of the [2021 National Defense Authorization Act](#). Please see Appendix J for more details. All applicants must submit Appendix J to IIE regarding Confucius Institute compliance at the time of application.

Funding

Institutional funding is administered by IIE, who anticipates making cost-reimbursable awards between \$275,000 and \$325,000 Project Year for each program. Higher funding, up to \$375,000 per Project Year, will be considered for programs with 60 or more students enrolled in SCS and that have demonstrated success in qualifying students for the capstone program.

IIE will provide financial support in one-year increments contingent upon satisfactory program performance, the review and approval of annual budgets, and the availability of funds.

IIE anticipates funding approximately 1-3 total grants for the Persian Flagship competition depending on availability of funding and the quality of submissions.

Project Timelines

IIE anticipates making awards over a total of 48 months, with 12-month project years. The award will begin on June 1, 2024. Applicants will address important outcomes and provide timetables in their proposals for the following periods:

Project Year 1: June 1, 2024 – May 31, 2025

Project Year 2: June 1, 2025 – May 31, 2026

Project Year 3: June 1, 2026 – May 31, 2027

Project Year 4: June 1, 2027 – May 31, 2028

Funding levels will vary depending on program performance, funding availability, and priorities identified by The Language Flagship. Flagship Programs must develop a plan of long-term sustainment strategies that include institutional support, as well as other sources including U.S. government, foundations, and private sector organizations.

Flagship Performance Measures and Outcomes

IIE will monitor program performance throughout the award cycle through the review of programmatic and financial reports, statistical analyses, and through site visits and informal and formal peer reviews. Performance measures and outcomes for all Flagship Programs include:

Quantitative Measures

- Total Flagship student enrollments
- Flagship student retention rates
- Number of Flagship students qualifying to participate in the Flagship Domestic Capstone
- Number of Flagship students reaching or exceeding language proficiency goals on completion of the Capstone program
- Number of Flagship students supported for summer study who ultimately qualify for and participate in the Flagship Domestic Capstone
- Number of Flagship students committing to government service (Boren Scholarships, ROTC) (<https://www.borenawards.org>)

Qualitative Outcomes

- Incorporation of effective pedagogy and strength of the curriculum
- Incorporation of effective co-curricular practices
- Overall Pre-Capstone preparation including cultural preparation

- Effective integration of language learning technology
- Outreach across disciplines
- Effective advising and retention, clearly defined pathways and ongoing support for students of all majors and backgrounds
- Effective recruitment and outreach to K-12 and community colleges
- Effective leadership and administrative structure
- Fulfillment of institutional commitments
- Successful peer review

All applicants must consider these Flagship performance measures and outcomes as they develop their program plans.

SECTION 2: PROGRAM GUIDELINES

The purpose of this solicitation is to award funding for Domestic Undergraduate Flagship Programs in Persian. Successful applicants will fully address the selection criteria described in these guidelines. Program proposals must focus on providing undergraduate advanced language instruction for students from all majors that results in professional-level language proficiency in four years. Plans may include a fifth-year option for undergraduates depending on a student's language proficiency level at entry or their major.

Applicants must demonstrate prior experience delivering high-quality undergraduate language programs at their institution and must detail their proposed enhancements to the existing programs that will increase their ability to produce graduates with professional level language. Applicants must indicate how they will adjust their language curriculum, teaching practices and programs to meet the stated Flagship goals. These details will include not only domestic enhancements, but also clear planning for how best to articulate instruction with and to the Capstone Flagship Centers for the Flagship Capstone Program.

The focus of The Language Flagship is on undergraduate program development and expansion, enhancements to or expenditures for graduate programs will not be considered.

Applicants will be evaluated on their:

1. Quality of proposed leadership and administrative structure and staffing;
2. Institutional commitment to long-term program success and sustainment, including efforts to institutionalize the Flagship model into core institutional planning and practice;
3. Undergraduate curriculum design that demonstrates student-centered, outcomes-based and proficiency focused instruction across all four modalities (e.g., speaking, reading, writing, and listening);
4. Plan for articulation with the Capstone Flagship Centers, and the domestic academic and cultural preparation of students for their Flagship Capstone study;
5. Student opportunities for use of and exposure to the Flagship target language;
6. Incorporation of Flagship best practices in pedagogy into effective practice;
7. Professional development opportunities for teachers and staff, and promotion of learning environments based on student-centered learning leading to measurable proficiency results;
8. Strength of linkages and collaboration with other disciplines and departments on campus;
9. Plans to maximize successful program results as defined by The Language Flagship; and
10. Program cost-effectiveness as demonstrated in the submitted budget and budget narrative.

Leadership and Administrative Structure

Committed administration and senior faculty leadership, as well as clear and effective reporting lines are essential to the success of Flagship Programs. Reporting structures should be described at a minimum to the level of the dean. The reporting lines should demonstrate support for program integration and oversight at higher administrative levels. The successful applicant will:

- Assign a senior, tenured faculty member, preferably in the field of the target language, to serve as Flagship Director, or present a plan for how opportunities would be provided for the proposed Flagship Director to transition to a tenured faculty position.
- Describe how Flagship faculty would be supported by the institution and how the institution would develop faculty for future leadership to support continuity of operations.
- Position the proposed Flagship Program within an appropriate school or academic department and describe its support of management and leadership, its staffing, and its campus “chain of command.” Explain responsibilities and coordination of responsibilities if the chain of command runs through multiple reporting lines, or if the proposed Flagship Program resides outside the usual academic structure for language instruction. If the latter is the case, reference any plans to further integrate the proposed Flagship Program into the institution’s core academic structure.

Institutional Commitment

The Language Flagship investment in advancing language learning in the U.S. requires significant institutional commitment to support and sustain institutional Flagship efforts. Institutional support must be demonstrated by a clear commitment to the Flagship Program and by financial support to core operations. The successful applicant will:

- Describe how the proposed Flagship Program would be supported by the institution’s administration and fits into its long-term mission. How will The Language Flagship transform the institution in terms of cross-disciplinary international education and in terms of language and culture educational practices?
- Demonstrate that the institution is committed to long-term financial support of proposed Flagship efforts. Institutions must provide assurances that the proposed Flagship Program will be sustained over time. Evidence of significant institutional contribution can be in the form of new faculty lines, integrating lecturer and instructional staff lines into the core institutional budget, offering release time for faculty and senior administrators, supporting dedicated student scholarships, budgetary support, travel costs, and so forth. (Note: The Language Flagship does not require formal cost sharing or federal matching contributions).
- Identify additional university and external funding sources for student scholarships or other program costs. Applicants must describe how they will work with their financial aid and other university offices to maximize institutional and student financial aid, including scholarships,

and describe pathways for all students to be able to participate in the Flagship Program, especially through university financial assistance for underrepresented and high financial need students.

- Discuss plans to provide physical space, facilities, and technological support conducive to faculty and students thriving in a first-rate language-learning environment.

Undergraduate Flagship Curricular Design

A successful proposal will describe a comprehensive undergraduate curricular model and plan, from first year through graduation, as well as portray a curricular design reflecting established Flagship practices to demonstrate mechanisms for students from all majors and proficiency levels to reach professional proficiency by graduation. The successful applicant will address the following:

Language curriculum: Describe the enhanced language curriculum including how Flagship standard practices, such as additional contact hours, proficiency-driven learning, one-on-one tutoring, group language practice, and extra interventions will be integrated at all levels of the proposed Program, including first and second year. Also, describe how the proposed Program's language curriculum accommodates students who enter with various proficiency levels and backgrounds (non-heritage, heritage, K-12 immersion) and ensures that all students, regardless of proficiency level or background, have the necessary learning opportunities and resources to achieve an ILR 2 in speaking, reading, and listening prior to their Flagship Capstone year. Provide charts that illustrate a variety of student pathways (e.g. including ILR 0-2, heritage learners, accelerated completion programs, STEM students, ROTC, etc.).

Charts should show anticipated language course loads and expected proficiency outcomes by year. Describe diagnostic assessment instruments and practices planned for student placement and monitoring of student progress. Please provide demonstrated outcomes from formal language proficiency testing on the ACTFL or ILR scale, using the chart provided in Appendix D.

Individualized language learning: Flagship students will vary in background, strengths and weaknesses, rates of progress and disciplinary interests. Describe how teaching and learning will be adapted to the needs of each student, including absolute beginners, heritage students, transfer students and other students able to demonstrate language proficiency when entering the proposed Program. Flagship customization entails:

- Directed individualized tutoring or language partnering;
- Participatory group work and language practice sessions;
- Summer and intersession intensive coursework;
- Ongoing process of low- and high-stakes assessments coupled with feedback for students and instructors; and

- Access to a comprehensive learning environment, which will include classroom language instruction, co-curricular learning activities, language use opportunities as well as online language development tools.

Content-based instruction and domain-specific language learning: Given that each cohort of undergraduate Flagship students will have a range of academic majors, a successful Program will prepare students to be able to use their language skills in a range of disciplines through the incorporation of content- and domain-based language learning opportunities. The successful applicant will describe how the proposed Program plans to incorporate the following Flagship practices in its curriculum:

- Content-based instruction, which may include integrated content and foreign language (including sheltered content courses), foreign language medium instruction, foreign language across the curriculum, individualized language instruction or hybrid approaches;
- Domain-specific language learning providing students with the vocabulary and language skills to handle issues in a specific academic or professional field, which may include language for special purposes courses, content-based instruction in the specific domain, work with language partners or tutors specializing in the domain, or experiential learning;
- Collaboration across academic disciplines and programs in designing a curriculum that allows students to integrate their disciplinary work in the language classroom;
- Experiential learning opportunities; and
- A clear strategy for training faculty in disciplines outside foreign language departments in the development of coursework, mentoring students and teaching content in the language.

Culture: Flagship students must have specific cultural knowledge of the peoples, countries and regions in which their target language is spoken, particularly Iran, and be able to operate successfully in a wide variety of professional and social situations. Describe how cultural instruction and exposure to culture will be integrated into the curriculum design. Also, discuss how the proposed Program would prepare students to engage in self-reflection and self-learning of culture through cultural encounters both domestically and abroad.

Media Persian Proficiency: Flagship students must be able to read and interpret newspaper articles with minimal dictionary use and comprehend most factual, temporal, and causal relationships presented in articles.

Technology: Describe how the proposed Program plans to use instructional technology to facilitate the student learning process. Integrating technology into the learning process includes using technology in teaching and providing students learning tools that foster language development outside of the classroom.

Diagnostic assessment: Students enter the Flagship Programs with a diversity of language skills, competencies, language learning backgrounds and disciplinary interests. Explain how a diagnostic

assessment system would be implemented that would aid in student placement and would tailor tutoring and group work to the strengths and weaknesses of the individual learner.

Integrated assessment planning: Demonstrating student progress in a domestic Flagship Program requires effective strategies for measuring student achievement and proficiency development from initial student placement through participation in Capstone. Describe the plan for domestic student proficiency assessment, including the selection of assessments and the assessment rubrics being used, as well as the timing of these assessments. Flagship requires and conducts official pre- and post- Capstone assessments, and therefore these assessments do not need to be included in the plan. Additional formal and informal assessments should be conducted regularly to assess progress and inform the program.

Articulation with the Capstone Flagship Centers: All Flagship undergraduates are expected to participate in the Capstone Flagship Program. Acceptance to the Capstone is determined by standards set by Flagship Directors and includes a minimum of ILR 2 in speaking and one other modality, and no lower than ILR 1+ in any modality. Applicants will describe how the proposed Flagship Program will prepare students for immersive study and the internship component of the Capstone Program, and how the following essential components will be integrated into the proposed domestic curriculum:

- Key literature, history, politics and media courses;
- Development of academic and professional literacy skills;
- Domain training; and
- Development of cultural knowledge through coursework, self-reflection and self-learning.

Monitoring and systemic evaluation: Evaluation plans for both student progress and overall program performance must be incorporated into the program and curricular design. Describe how systemic monitoring and evaluation would be accomplished and how it would inform improvements to the proposed Program.

Maximum Exposure To and Use of Language

Advanced language proficiency can be achieved by providing students with: 1) well-trained language instructors and professors, 2) well-designed curricular materials, 3) sustained exposure to authentic language, and 4) opportunities to use the language in real-life situations. The successful applicant will demonstrate a curricular design that builds on current program offerings to maximize the exposure to and significant use of the target language, while also identifying areas that must be adjusted or developed to meet Flagship goals. Describe how the proposed Flagship Program would achieve this by utilizing the following strategies:

- Senior faculty and staff involvement in the core language instruction;
- Additional hours of classroom instruction;

- Additional hours of individual tutoring and group discussion sessions;
- Access to well-trained language tutors and/or language partners;
- Creative training and use of target language speakers, including on-campus faculty and students;
- Blended learning that incorporates access to media and online learning opportunities;
- Use of authentic materials in the target language;
- On-campus immersion environments, such as language houses and language tables; and
- Well planned integration of approved domestic and overseas intensive summer programs prior to Capstone.

Best Practices in Language Pedagogy

Flagship pedagogical best practices must offer effective pedagogy, curriculum, and student experiences that lead to success in advanced language learning. The successful applicant will describe:

- How SLA (second language acquisition) best practices would be incorporated into the proposed Flagship Program;
- How the proposed Program would incorporate student-centered, outcomes-based and proficiency-oriented language learning across all modalities; and
- Plans to incorporate innovative pedagogy into professional development opportunities for faculty and instructional staff.

Professional Development and Proficiency-Based Teaching

A goal of The Language Flagship is transforming language education in the U.S. by building language education models that focus on proficiency-based teaching and learning. The successful applicant may need to re-engineer their existing language program to develop a proficiency-based model and train faculty and staff accordingly. The Language Flagship also continues to emphasize the importance of creating a teaching and learning environment driven by proficiency results. A successful applicant will describe plans to provide professional development opportunities to faculty on proficiency-based teaching. The successful applicant will also describe plans to develop faculty and staff professional and leadership skills for long-term program sustainability.

Linkages and Collaboration with Other Disciplines

The long-term success of any Flagship Program depends on how well it collaborates with academic departments and programs that represent undergraduate disciplines across the spectrum. A successful Program proposal will demonstrate engagement with fields and disciplines beyond languages and literature in training students to professional proficiency levels. Applicants should describe:

- How the institution supports a cross-disciplinary approach to the implementation of the proposed Flagship curriculum;
- How the institution reexamines or changes any institutional regulations or requirements that create barriers to students of various majors and language levels from engaging in effective language education and overseas study, including smaller class size, additional study time if necessary, or recognition of credit for overseas study;
- Relationships with ROTC units, either on campus or affiliated with the institution, for Flagship student recruitment and development of pathways for these students; and
- How the proposed Program would provide regular academic advising and support to students from different departments and schools across campus to help retain students long term.

Maximizing Program Results

Quantitative measures of a successful Flagship program include meeting proficiency and student enrollment targets. Domestic Flagship programs are expected to design curricula that enable students to achieve Capstone entry requirements (a minimum of ILR 2 in speaking and one other modality, and no lower than ILR 1+ in any modality).

In addition, The Language Flagship expects applicants to demonstrate robust existing language enrollments. Applicants are expected to set long-term target enrollment levels of 80 or above (20 new students annually) in the Domestic Program and to qualify 10-20 students per year for the Capstone Program.

Applicants should use current available data on their language program to describe how they will meet the enrollment and proficiency targets of The Language Flagship.

In order to meet these target enrollment levels, applicant institutions must engage in a wide range of recruitment activities. Applicants must describe:

- A full range of creative outreach and recruitment efforts that would successfully attract undergraduate students, with proficiency levels in the target language ranging from beginner to advanced, into the proposed Flagship Program;
- How they would recruit nationally and locally, and how they would work with the K-12 sector, particularly high schools in their states and across the nation, as well as how they would attract alumni from StarTalk (<https://startalk.info>), NSLI-Y (<http://www.nsliforyouth.org>), and other established language programs in the target

language;

- Clear plans to collaborate with academic advisors across disciplines to strengthen on-campus recruitment;
- Target enrollment numbers per annual cohort and how they would work with the university admissions office and other units to recruit into the proposed Program;
- A plan to track the results of outreach and recruitment efforts over time in order to improve the effectiveness of future efforts;
- Strategies to help students remain in and successfully complete all components of the proposed Program;
- Clear plans to recruit, support and retain diverse student cohorts including support for underrepresented groups, first generation students, and high financial need students; and
- Clear plans to recruit, support, and retain veteran, National Guard, Reservist, and ROTC students.

SECTION 3: BUDGET GUIDELINES

The following budget guidelines must be adhered to when developing program budgets. Best efforts should be made to include competitive costs and discounts in order to best leverage federal dollars. While all costs that comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and adhere to the guidelines below will be considered, IIE and NSEP reserve the right to reduce, revise, or otherwise adjust proposal budgets in accordance with program needs and goals, and the availability of funds.

Staffing

- Flagship Director/Principal Investigator (PI): While some additional course release or summer salary may be requested for the PI in the first year for overseeing the development and launching of a new Flagship Program, after the first year only one grant-funded course release for the academic year *or* partial summer salary may be requested. Applicants are strongly encouraged to provide institutional support for most, if not all, time to demonstrate commitment to the Flagship Program.
- Flagship Program Coordinator: Flagship Programs must have, at a minimum, a 50% level of effort (LoE) coordinator, although a full-time coordinator is recommended. While the duties of a Flagship Program Coordinator vary depending on institutional structure, this position is essential for the successful administration of a Flagship Program. A Flagship Program Coordinator's duties might include advising students, conducting recruitment, liaising with administrative offices on campus, updating Student Certification System, and/or developing reports and budgets.
- Administrative Staffing: Applicants may request no more than a total of 200% LoE in administrative staff, including the Flagship Program Coordinator.
- Applicants must have a clear strategy for gradually absorbing core instructional costs, not including tutoring, over the course of the award cycle.
- Graduate Assistants: Applicants should review their university's fringe rate policy to ensure expenses for graduate tuition remission are properly accounted for in the budget, if applicable.

Travel

- Onboarding Meeting: Travel for two staff members to Washington, D.C. must be included for September 2024 (Year 1). This should be the Director and Program Coordinator.
- The Language Flagship Annual Meeting (Years 2 – 4 only): Travel for two staff members to the meeting each May must be included in the budgets. This should be the Director and Program Coordinator.
- Directors' Meetings: Travel for the Flagship Director to attend one additional Flagship

Directors' Meeting each year at locations TBD must be included in the budgets.

- Program Visits: Site visits to the Flagship summer or Capstone Programs are allowable for purposes of program articulation and teacher training.
- Conference Travel: No more than \$5,000 may be requested for travel to non-Flagship- required meetings. If more than two Flagship faculty or staff members are budgeted to attend any one conference using Flagship funds, a detailed justification for these additional staff members must be included in the budget narrative.
- Recruitment Travel: Limited travel funding may be included for strategic recruitment efforts.

Other Costs

- ACTFL OPI Tester Certification: Though OPI training is an allowable expense, funds cannot be used for the cost of certification or recertification to be an ACTFL OPI tester.
- Honoraria: Honoraria or other forms of payment may not be provided to staff from other Flagship Programs for consultation or evaluation work. Reimbursements for travel, per diem and lodging can be provided. Additionally, honoraria to U.S. or foreign government officials are unallowable. Honoraria to guest lecturers or other consultants should not exceed \$125 per hour.
- Membership in Professional Organizations: Membership in independent professional organizations such as ACTFL and NCOLCTL is strictly voluntary. Flagship-required activities and travel must be covered from core funds before using those funds for other expenses.
- K-12 Outreach and Dissemination Activities: Limited funding may be used for outreach and dissemination of Flagship Program elements to K-12 schools that would likely provide a significant pool of graduates to the proposed Flagship.
- Professional Development: Funding may be used for professional development of instructional and administrative staff.
- Promotional Materials: Limited funding may be used for Flagship-related brochures, handouts, signs, banners and other printed materials. All printed material must comply with the Flagship Visual Identity Guide, which will be provided to the successful applicant. Funds may not be used for promotional items and memorabilia, including gifts and souvenirs (e.g. mugs, bags, t-shirts, etc.).
- Recruitment: Funding may be used to implement recruitment strategies delineated in the proposal narrative. All recruitment activities paid for with Flagship funding must be tracked and analyzed to determine cost vs. benefit of the activity.
- Educational Technology: Limited funding can be used to support educational technology

integrated into core Program instruction being proposed. No funding will be provided for the development of new educational technology for general use.

Student Support

The Language Flagship provides limited financial support to help defray some costs of students' domestic or overseas summer intensive language study at NSEP-approved programs or for Capstone student study at the Overseas and Domestic Capstone Flagship Centers. If awarded a Flagship grant, the successful applicant will be asked to separately provide a well-designed student support plan in order to receive Flagship student support funding. Student support plans and funding requests are submitted by all Flagship Programs to IIE on an annual basis; this funding is in addition to the institutional award amounts projected in this solicitation. **No student support funding should be included in the proposal budgets.**

As the budget guidelines above are implemented and enrollments grow, it is expected that Flagship award funding will increasingly focus on costs that support Flagship-specific student interventions including tutoring, assessment, and articulated extracurricular activities. Some examples of articulated extracurricular activities that can be funded include cultural events in the target language, experiential learning opportunities in local areas where the target language is spoken, and other similar activities.

The following guidelines apply to Flagship-specific student interventions:

- **Tutoring / Language Partners:** Flagship students must be provided access to trained tutors to foster their conversational language development. However, applicants must consider ways to contain tutoring costs. Methods to contain these costs may include group tutoring, particularly at the lower levels.
- **Student Professional Development Funds:** Up to \$3,000 in total per year may be used toward Flagship Undergraduates' (as defined in Section 1) professional development. These funds are intended to support student opportunities outside of the proposed Program and campus environment that would enhance student language learning. Funds can be used for activities such as off-campus internships, and meeting/conference/workshop registration and transportation costs. Funds cannot be provided for internships at U.S. or foreign embassies or consulates.
- **Food and Beverages:** Flagship funds cannot be used for snacks or beverages at regular instructional activities, including classes, tutoring sessions, weekly Flagship meetings and/or conversation tables.
- **Organized Events:** Funds for group events and cultural activities may be included in the budget. However, all organized events must include appropriate, articulated pre- and post-event learning activities for Flagship students that are explicitly tied to the proposed curriculum.

SECTION 4: MERIT REVIEW PROCESS AND EVALUATION CRITERIA

Merit Review Process

Proposals will be evaluated by a merit-review panel organized by IIE. The panel, which may include outside evaluators from academia, the private or federal sectors, or other individuals knowledgeable in the field, will rank proposals and make recommendations. Final funding decisions will be made by NSEP, in consultation with IIE, and will be based on the review panel recommendations, funding availability and program priorities. Final award funding levels may be lower than those proposed.

One or more awards will be made by IIE to the successful applicants. IIE may discuss the grant application with the applicant if necessary. IIE also reserves the right to award a grant without discussion with any applicants. IIE may cancel the competition, or may reject any or all applications if they do not sufficiently demonstrate an ability to meet the stated program goals. Please refer to the details within the Program Guidelines (Section 2) to fully address the below criteria.

Evaluation Criteria

I. Quality of leadership, proposed administrative structure and staffing: 20 points

Proposals will be evaluated on the degree to which they demonstrate high-quality leadership and staff experience to manage a Flagship Program. How well does the proposal:

- Show evidence of experienced leadership capable of implementing and staffing a high- quality Language Flagship Program?
- Describe the administrative structure of the proposed Program with clear reporting arrangements to senior campus administration?
- Describe the proposed Program structure with clear leadership and reporting lines of language program faculty, instructors and staff, including during times of transitions?
- Show evidence of institutional support for the proposed Flagship faculty, including opportunities for professional growth and future leadership?

II. Institutional commitment: 20 points

Proposals will be evaluated on the degree to which the institution demonstrates support for proficiency-based language learning and teaching with financial support. Institutional commitment can be evidenced in a number of ways. Applicants must demonstrate how they will invest directly in the long-term success of this project through dedicated faculty lines, student support, physical space and teaching staff. The successful applicant will demonstrate direct commitment to building a strong program over the long term. How well does the proposal:

- Demonstrate a clear institutional commitment for language learning, faculty lines, teaching staff, space and students? [10 points]
- Indicate how the proposed Program is supported by the institution's administration and how it fits into its long-term strategic planning? [5 points]
- Plan to help secure financial aid and scholarship support for underrepresented and high financial need Flagship students? [5 points]

III. Strength of proposed curricular design:

20 points

Proposals will be evaluated on the quality of the curricular design in response to the application guidance provided. Proposals must describe in detail the proposed curricular approach as well as the desired outcomes. This must include prior proficiency outcomes and addressing how they will meet Flagship language proficiency goals. Proposals must also address how the curricular design builds upon best practices of existing Domestic Undergraduate Flagship Programs and how it would articulate with the Domestic or Overseas Flagship Centers. How well does the proposal:

- Detail and describe an effective curricular design for high proficiency language learning at the novice through advanced levels?
- Detail curricular design that ensures student success in qualifying for Flagship Capstone at the conclusion of the Domestic program (advanced proficiency in all modalities is the target)?
- Describe the use of state-of-the-art methods and approaches, blended language learning, content- and domain-based language learning, proficiency-directed assessment practices and advances in curricular design?
- Explain how culture is integrated into the curriculum?
- Include plans for assessing student language proficiency development?
- Describe a clear plan to articulate the proposed Program with and prepare students for the Capstone Flagship year?

IV. Strength of recruitment, enrollment, and retention plan:

15 points

Proposals will be evaluated on the quality of their plans to recruit students from a range of populations, disciplines and majors. Recruitment plans should describe local and campus, as well as regional and national efforts. Plans should discuss recruitment of students who range from absolute beginners to those who have studied the language previously to heritage students. The plan should describe how guidance will be provided to each type of student on how they will reach ILR 2 proficiency by the time they complete the proposed Domestic Flagship Program and then participate in a Capstone experience at one of the Domestic or Overseas Flagship Centers. How well does the proposal:

- Concretely identify on-campus and other populations from which participants could be recruited? The proposal should include the number of existing and potential students in the recruiting pool, including, but not limited to, current program enrollment data and the disciplines/majors and proficiency levels of current students.
- Provide a clear plan for on- and off-campus (local, regional, national, K-12) recruiting of diverse student cohorts, with sufficient resources allotted to recruiting, as well as defined measures of recruiting success?
- Present strategies to help students remain in and successfully complete all components of the proposed Flagship Program?

V. Exposure to language

10 points

Proposals will be evaluated on the degree to which they incorporate intensive study, experiential and community learning, online learning, and language learning for professional, business, and other disciplines to provide comprehensive language learning and practice environment. How well does the proposal:

- Demonstrate innovative and effective means to provide students with intensive instruction, individual and group tutoring, group instruction/practice, blended learning, intersession and summer intensive/immersive programs, or other means?

VI. Incorporation of pedagogical best practices and professional development:

5 points

The successful applicant will describe Program development based on best practices in second language acquisition. A successful plan will describe how the proposed Flagship Program builds on successful practices in effective language learning already underway in their institution, existing Flagship Programs or other institutions. A successful plan will also describe professional development opportunities for faculty and instructors. How well does the proposal:

- Clearly demonstrate incorporation of pedagogical best practices in the development of the proposed Program?
- Demonstrate how faculty and instructional staff will be provided professional development in second language acquisition, proficiency-based teaching and Flagship best practices?

VII. Strength of linkages and collaborations with other disciplines:

5 points

A successful proposal will demonstrate substantive involvement of content and faculty expertise from a variety of academic disciplines and professions in the curricular and instructional design. How well does the proposal:

- Demonstrate involvement in and commitment from other disciplines and departments in the design and implementation of the proposed Program?

- Describe linkages with ROTC units and veterans affairs offices on campus or a partner campus to increase Flagship enrollments?
- Describe how the proposed Program provides regular advising and support to students from other departments and schools on campus?

VIII. Budget and Cost Effectiveness

5 points

The proposal will be evaluated on the degree to which the applicant demonstrates cost-effectiveness, reasonableness of requested funds, and the ability to accomplish the proposed activities with the requested level of funding.

- Does the proposal demonstrate creative use of limited resources, maximize educational value per dollar of support, leverage additional funds (or have the potential to do so) and focus expertise and activity on a targeted need area?
- Do the proposal budget and budget narrative appear to be adequate to support the project activities, and are the costs reasonable in relation to investment?

All costs must be allowable, allocable and reasonable. Reviewers will consider whether the budget has the ability to support the proposed project in an efficient and effective way while demonstrating a reasonable and appropriate allocation of funding.

Minimum Standards

The applicant must meet the minimum standards for receiving federal funds, as defined in 32 CFR 22.415, which state that to be qualified, a potential recipient must:

- a. Have the management capability and adequate financial and technical resources, given those that would be made available through the grant or cooperative agreement, to execute the program of activities envisioned under the grant or cooperative agreement.
- b. Have a satisfactory record of executing such programs or activities (if a prior recipient of an award).
- c. Have a satisfactory record of integrity and business ethics.
- d. Be otherwise qualified and eligible to receive a grant or cooperative agreement under applicable laws and regulations (see § 22.420(c)).

The applicant must agree to abide by all federal rules and regulations regarding performance and financial management, including, but not limited to:

1. The International Air Transportation Fair Competitive Practices Act (Fly America Act) of 1974 (49 U.S.C. 40118) and the interpretative guidelines issued by the Comptroller General of the United States in the March 31, 1981, amendment to Comptroller General Decision B138942

2. DoDGARs Part 32, “Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations”
3. 2 CFR 200, “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards”

SECTION 5: APPLICATION PROCEDURES

Proposal Content

Information outlined in the previous sections provides guidance regarding required components of proposals being submitted to IIE. Proposals that fail to include required sections may not be accepted or reviewed. Additional materials and appendices will be removed from the submitted proposal ahead of panel review.

A successful proposal should include and/or address the following:

1. Transmittal letter from the applicant institution's Sponsored Projects/Research Office.
2. Title page.
3. Table of Contents with interactive links to the corresponding pages.
4. Abstract of no more than 250 words.
5. Proposal narrative of no more than twenty-five (25) pages. Proposal narratives must contain a plan that clearly describes the development and sustainment of an Undergraduate Domestic Flagship Program that emphasizes the foci described in the solicitation guidelines.
6. Appendix A: Program timeline that indicates the faculty and/or staff members that would be responsible for each task.
7. Appendix B: No more than five (5) pages featuring charts or descriptions of student pathways.
8. Appendix C: Proficiency Targets, Courses and Enrollment Template
9. Appendix D: Assessment Outcomes Table Template
10. Appendix E: A list of key individuals directly involved in the development and management of the proposed Program, including key partners across the institution.
11. Appendix F: A list of faculty and other instructional staff that will be involved in the teaching of Flagship classes, along with a brief summary of their qualifications and responsibilities.
12. Appendix G: Short curricula vitae of no more than three pages for each lead individual involved in the proposed Program and "mini-bios" for other key individuals.
13. Appendix H: Support letters from appropriate senior university leadership (i.e., president, provost, vice president of academic affairs, dean, and/or department chair, overseas institution leadership, ROTC commanders) indicating institutional support, fit with mission, and willingness to institutionalize the proposed Program.
14. Appendix I: Incumbent Applicant Program Data Acknowledgement Form (if applicable).
15. Appendix J: Certification Form.

Budget Content

A complete budget should include:

1. Budget Summary
2. Itemized Budgets
3. Budget Narratives

Using the budget template found at <https://www.thelanguageflagship.org/2024-2028Competition> to prepare a detailed, line-item budget for each year of the project. The Excel template consists of

two sheets. By entering data into the sheet entitled “Itemized Budget” the sheet entitled “Summary Budget” will auto-populate. The budget narrative should correspond to the project years, thus the first year would correspond to June 1, 2024 through May 31, 2025.

Please ensure that each line item is thoroughly justified in the budget narratives. The budget narratives should include a breakdown of the expenses, if not specified in the detailed budgets, and a description of how the expenses benefit the Program.

The budgets and budget narratives must:

- a. Include a separate note for each line item in the budgets. Budget notes must follow the order of the line items in the budgets. (The only cost category not requiring individual lines in budget narratives are fringe. In the case of fringe, a summary description can be used. Additionally, a link to the university’s fringe benefits rates and policies should be provided. If this information is not available online, provide a copy of the relevant documents with the budget narrative.)
- b. Include a clear description of responsibilities for any budget requests for salary support or contracted time. Descriptions should be concise.
- c. For each staff position, state whether it is fixed fee, hourly or salaried.
- d. If faculty are included in the budgets for non-classroom activities, the budget narratives must describe how this work will be covered (e.g., course buyouts, summer salary, etc.).
- e. Justify, in a detailed manner, any administrative positions included in the budgets. Positions not justified in a detailed manner may not be supported.
- f. Include all travel funds required by your program. For travel:
 - i. Provide a note explaining the university’s travel policy, particularly noting its hotel and per diem policy.
 - ii. Include the destination city and state or country, the number of travelers and the estimated number of days for the trip, and provide a breakdown of costs for each trip. Estimates may be used if the location of a meeting is not yet determined.
- g. Explain the basis for estimating the costs of professional personnel salaries and wages, including annual salary or hourly wage rate and percentage of staff time; employee benefits per person, including rates and percentage of staff time; employee travel per person/per trip; consultants and subcontracts, including non-employee travel; materials and supplies; other costs, including printing, telephone expenses and equipment rental; and indirect costs.
- h. Explain how the major cost items relate to the proposed activities.
- i. Provide a link to the university’s Negotiated Indirect Cost Rate Agreement (NICRA). If this information is not available online, provide a copy of the relevant documents with the budget narratives.

Application Format

NOTICE: Failure to abide by the following requirements or failure to submit a complete proposal will result in disqualification.

1. Margins: 1” on all sides
2. Type face: 12 pt., Times New Roman
3. Spacing: double-spaced throughout
4. Pages numbered consecutively, starting with title pages, and in the order specified in “Proposal Content”
5. No use of first-person pronouns, with the exception of support letters

Additional Information

Two Technical Assistance Webinars will be held to field questions regarding this solicitation at the dates and times listed on the cover page of this document.

To participate in the webinars, please register using the links below:

Webinar scheduled for Wednesday, August 2 at 2:00 p.m. ET:

https://www.zoomgov.com/webinar/register/WN_2gwggrOZQJ6Q16nKvOr6mg

Webinar scheduled for Thursday, September 14 at 1:00 p.m. ET:

https://www.zoomgov.com/webinar/register/WN_oHgpIjXGQVuzxtF2mwLR5A

Applicants may also submit questions to flagship@iie.org. Questions will be answered by e-mail and will be included in a Q&A document, which will be posted to <https://www.thelanguageflagship.org/2024-2028Competition> and updated periodically. Questions and answers addressed in the scheduled webinar will be added to this document. As necessary, telephone calls may be scheduled to answer questions that are more complex. A final version of this document will be posted on or before the date listed on the cover page of this document.

Information about the Persian Stateside Flagship Center can be found at: <https://sllc.umd.edu/special-programs/arabic-persian/persian-flagship/capstone>

Information about The Language Flagship can be found at www.thelanguageflagship.org.

Transmission Instructions

The completed proposal, including the budget, all appendices and attachments must be submitted as a single PDF file to flagship@iie.org. Applicants should use Optical Character Recognition functionality to ensure readability of the entire PDF document. The total file size of the submitted proposal must be no larger than 10 MB.

The **DEADLINE FOR RECEIPT** is listed on the cover page of this document. The burden of timely delivery is the applicant’s. Proposals received after the deadline will be disqualified.

The Institute of International Education and The Language Flagship are committed to the principle of diversity. No applicant will be discriminated against on the basis of race, religion, gender, sexual orientation, or national origin. Historically Black Colleges and Universities and Minority Serving Institutions are encouraged to apply.

Appendix C: Proficiency Targets, Courses and Enrollment

Complete the chart below to indicate the proficiency targets for each level of instruction at your institution. The five levels should equate to your institution's years of instruction offered. Provide only the completion proficiency target within the context of the instructional sequence. Applicants should list what course offerings constitute each required sequence, and when these courses are offered.

Language Year	Proficiency Targets	Program Options Academic Year/Summer/Other	Course Offerings
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			

Enrollments	Level 1	Level 2	Level 3	Level 4	Level 5
2023-2024					
2023 Summer					

Example of Completed Chart:

Language Year	Proficiency Targets	Program Options Academic Year/Summer/Other	Course Offerings
Year 1	NH-IL	Academic Year/Summer	LANG 101-102 or 111-112
Year 2	IL-IM	Academic Year/Summer	LANG 201-202 or 221-222 and 250
Year 3	IM-IH	Academic Year/Summer	LANG 301-302 and 332 or 333
Year 4	AL-AM	Academic Year	LANG 401-402 or 421-422 and either 498 or 499
Year 5	AM or Higher	Academic Year	LANG 450

Enrollments	Level 1	Level 2	Level 3	Level 4	Level 5
2022-2023	30	25	20	15	5
2022 Summer	10	20	0	0	0

Appendix D: Assessment Outcomes Table

In the chart below, provide the assessment outcomes for all 2022-2023 courses where a proficiency assessment was completed for participating students. The charts are for those assessments benchmarked to common proficiency standards, i.e. ACTFL and ILR rubrics. Provide the name of the assessment and the modalities tested. If you tested multiple modalities, please duplicate the chart as many times as is necessary to capture all available data.

ASSESSMENT OUTCOMES										
TEST: _____						SCALE: _____				MODALITY: _____
SCALE	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
COURSE	Number of Students									

Examples of Completed Tables:

ASSESSMENT OUTCOMES										
TEST: <u>ACTFL OPIc</u>						SCALE: <u>ACTFL</u>				MODALITY: <u>Speaking</u>
ACTFL	NL	NM	NH	IL	IM	IH	AL	AM	AH	S
COURSE	Number of Students									
RUS 101		18	17							
RUS 201			5	13	9					
RUS 301				3	5	7				
etc.										

ASSESSMENT OUTCOMES							
TEST: <u>Flagship Battery</u>				SCALE: <u>ILR</u>			MODALITY: <u>Reading</u>
ILR	0+	1	1+	2	2+	3	
COURSE	Number of Students						
RUS 101	8	25	2				
RUS 201		15	12				
RUS 301			9	5	1		
etc.							

Appendix I: Incumbent Applicant Program Data Acknowledgement Form

As an incumbent applicant for The Domestic Undergraduate Language Flagship Program, my program’s historic program data from the 2020-2024 grant cycle will be provided to the selection panel that will rank proposals and provide funding recommendations to NSEP and IIE.

Shared program data includes quantitative data from program performance metrics as follows:

- Total Flagship student enrollments
- Number of Flagship students qualifying to participate in the Flagship Capstone
- Number of Flagship students reaching or exceeding language proficiency goals on completion of the capstone program
- Number of Flagship students committing to government service (Boren Scholarships, ROTC)

Incumbent applicants will be provided data to certify after the closing date of this solicitation.

As the Principal Investigator on this application, I acknowledge the content provided in Appendix I.

Signature

Name: _____

Title: _____

Date: _____

Appendix J: Confucius Institute Certification Form

**CERTIFICATION UNDER SUBSECTION I OF 1091
PROHIBITION OF FUNDS FOR CHINESE LANGUAGE INSTRUCTION PROVIDED
BY A CONFUCIUS INSTITUTE**

University Name (the “Institution”): _____

Address: _____

Program (the “Program”): The Language Flagship Program

The John S. McCain National Defense Authorization Act for Fiscal Year 2019 (Public Law No. 115-232 or the “Act”) prohibits any funds authorized to be appropriated by the Act or otherwise made available for the Department of Defense to be obligated or expended for Chinese language instruction provided by a Confucius Institute.

Furthermore, none of the funds authorized to be appropriated by the Act or otherwise made available for the Department of Defense may be obligated or expended to support a Chinese language program at an institution of higher education that hosts a Confucius Institute.

Additionally, NDAA for FY 2021, Section 1062 states that “none of the funds authorized to be appropriated or otherwise made available for any fiscal year for the Department of Defense may be provided to an institution of higher education that hosts a Confucius Institute.” There is a waiver provision in the legislation which states that “The Secretary of Defense may waive the limitation under subsection (a) with respect to an institution of higher education if the Secretary, after consultation with the National Academies of Sciences, Engineering, and Medicine, determines such a waiver is appropriate. The effective date for implementation of this law is 24 months after the date of the enactment of this Act and to any subsequent fiscal year.

- The Institution does not host a Confucius Institute.
- The Institution has obtained a waiver from the DoD Office of the Under Secretary of Defense for Research and Engineering Confucius Institute Waiver Program (CIWP).

As an authorized agent of the Institution, I acknowledge and certify that the above is true and accurate to the best of my knowledge.

Signature

Name: _____ Date: _____

Title: _____