



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Request for Proposals

2026 – 2028 ARABIC AND CHINESE DOMESTIC UNDERGRADUATE FLAGSHIP PROGRAMS

Application Guidelines

Issue Date: May 18, 2026

Technical Assistance Webinar Date and Time: June 10, 2026 at 2:00 p.m. (ET)

Final Questions Due: June 15, 2026

Final Q&A Document Provided: June 19, 2026

**Closing Date and Time:
July 2, 2026 at 4:30 p.m. (ET)**

A Program Administered By:



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PREFACE

The Institute of International Education (IIE) is pleased to provide application guidelines to develop a Domestic Undergraduate Flagship Program in Arabic or Chinese. 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 and represents an investment in vital expertise in languages critical to U.S. national security.

- NSEP strengthens national security readiness by preparing future military and civilian leaders for the Department of War (DOW), the Intelligence Community (IC), and the federal national security sector. It is the only federally funded effort focused on the combined issues of improving language teaching and learning for results, national security, and the language capability needs of the Federal Government.
- NSEP programs support the efforts to Rebuild our Military and Reestablish Deterrence by training a highly qualified pool of personnel for DOW, the IC, and the National Security sector with professional proficiency in Chinese, Arabic, and other critical languages. Language skills across the force and IC increase lethality by providing insight into adversary capability, intention, and activity.

More information about the Language Flagship program and the current Arabic and Chinese 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 an Undergraduate Domestic Flagship Program in Arabic or Chinese. This request for proposal (RFP) contains full application guidelines for applicants.

The Language Flagship

The Language Flagship is a partnership between the Department of War and U.S. IHEs with the mission of implementing highly effective 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. Students of all majors make language an integral part of their undergraduate experience. All Flagship Programs include rigorous language immersion at Overseas Flagship Centers for the Capstone year, normally completed as a 4th or 5th year of study.

The objectives of The Language Flagship are to:

- Maximize the number of Flagship graduates with federal service commitments through strong advising on the Boren Scholarships and ROTC Scholarship opportunities for Flagship students leading to careers in the federal government;
- Strengthen language programs for undergraduate students of all majors that teach Flagship target languages to the professional level (ILR 3) 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 expert knowledge of the regions where Flagship target languages are spoken;
- Integrate the effective use of language learning technology, including AI applications, into pedagogy and student learning tools; and,

- Achieve Flagship undergraduate student enrollment, retention, and completion rates that maximize the number of students completing the entire domestic and Capstone program.

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 in preparation for a career in national security. Applicants must describe in detail how a proposed Flagship Program would attract and recruit students locally and nationally from a variety of majors and disciplines. New awards are for Domestic Undergraduate Arabic Flagship Programs and Chinese Flagship Programs for the 2026-2028 grant cycle.

- Proposals must demonstrate clear curriculum and learning pathways for multiple student types, from novice to advanced learners; this includes students completing a Flagship Capstone year at a Capstone Flagship Center. The Arabic Overseas Flagship Center is in Meknes, Morocco. The Mandarin Chinese Overseas Flagship Center is in Taipei, Taiwan. 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.

Flagship Arabic Language Expectations

- Arabic domestic dialect language preparation: Flagship standards require that all students receive foundational training in Modern Standard Arabic and Levantine or Egyptian dialect as well as functional Moroccan Arabic dialect as part of their domestic program.

Flagship Chinese Language Expectations

- Chinese Language Flagship domestic programs should prepare students for speaking Chinese with proper tones and control of idiomatic speech. Chinese Flagship students should be able to read both Classical and Simplified characters. Chinese Flagship programs should require Classical Chinese, and Flagship students are expected to have command of classical structures common in contemporary written Chinese language.

Undergraduate Flagship Student Requirements

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 have not yet committed to a full Flagship Program. A Flagship Undergraduate is a student who has applied for and been granted 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 receive Flagship student support funds for summer study. This is a database that tracks proficiency assessment results and funding information about Flagship students. Domestic Flagship programs track the progress of student participation in Flagship coursework and proficiency development within SCS. Student funding for Capstone is only available through the Boren Scholarships or Flagship student support for contracted ROTC cadets and midshipmen. More information on the Boren Awards can be found here: <https://www.borenawards.org>.

Capstone Study Requirements

All Flagship Students commit to studying in the Overseas Capstone Program for one academic year to make the transition from advanced to professional proficiency. All domestic Flagship Programs must develop the appropriate administrative structures and curricular approaches to prepare students to learn and work in their subject areas in an overseas academic environment.

Admissions requirements for the Overseas Capstone Program include a minimum of an ILR 2 in speaking and in one other modality (reading or listening), and no lower than an ILR 1+ in any modality.

To prepare Flagship students for the Capstone, Domestic Flagship Programs must integrate the following essential components into their curricula:

- Advanced subject area courses taught in the target language;
- Targeted language training to support study and professional work in a major and/or career field; and
- Opportunities for students to gain regional expertise and the ability to interact effectively overseas.

The Capstone Flagship Center for Arabic is as follows:

- AALIM and Moulay Ismail University administered by University of Arizona
 - <https://arabicspecialprograms.arizona.edu/capstone-program-features>

The Capstone Flagship Center for Chinese is as follows:

- National Chengchi University administered by Hunter College
 - <https://www.hunter.cuny.edu/classics/chinese/flagship/capstone>

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

Eligibility

This solicitation is open to U.S. IHEs with strong existing Arabic or Chinese language programs and willingness to deliver high-quality undergraduate language instruction. Applicants that apply to develop and implement Domestic Undergraduate Flagship Programs for more than one language must submit one full and separate application for each language. All applicants must certify that their institution does not host a Confucius Institute or certify that they have obtained an approved waiver from the DOW Office of the Under Secretary of for Research and Engineering Confucius Institute Waiver Program (CIWP) per the provisions of the 2021 National Defense Authorization Act. Please see Appendix F for more details. All applicants must submit Appendix F to IIE regarding Confucius Institute compliance at the time of application.

All proposed grant activities must be compliant with Executive Orders, applicable laws, and DOW regulations. Funds awarded under this agreement must be used in alignment with the program objectives, supplemental guidance, and the following lawful **executive orders and guidance**;

- a. [Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government](#)
- b. [Ending Radical and Wasteful Government DEI Programs and Preferencing](#)
- c. [Unleashing American Energy](#)
- d. [Ending Illegal Discrimination and Restoring Merit-Based Opportunity](#)
- e. [Initial Rescissions of Harmful Executive Orders and Actions](#)

The Secretary of Defense memo Restoring America's Fighting Force included the following guidance to all DOD offices, and this also applies to DLNSEO funded activities:

- Prohibition on Instruction on Critical Race Theory, Gender Ideology, and DEI: No element within DoD will provide instruction on Critical Race Theory (CRT), DEI, or gender ideology as part of a curriculum or for purposes of workforce training.

Funding

IIE anticipates making cost-reimbursable awards as outlined below. Funding is provided in one-year increments contingent upon satisfactory program performance, the review and approval of annual budgets, and the availability of funds. IIE anticipates funding up to six total awards for the Arabic Flagship and Chinese Flagship competition depending on availability of funding and the quality of proposals. Language Flagship funding may not be used for courses or study with topics or units on gender ideology, DEI, or environmental justice.

Project Timelines

IIE anticipates making awards over a total of 20.5 months, with two distinct project periods. The award will begin on September 15, 2026. Applicants will address important outcomes and provide timetables in their proposals for the following periods:

Project Period 1: Sept 15, 2026 – May 31, 2027

Funding

- \$325,000 operational maximum
- \$75,000 student scholarship funding for intensive Summer 2027 programs

Project Period 2: June 1, 2027 – May 31, 2028

Funding

- \$325,000 operational maximum
- Student Scholarship funding to be determined based on enrollment

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 formal peer reviews. Performance measures and outcomes for all Flagship Programs include:

Quantitative Measures

- Total Flagship student enrollments;
- Number of Flagship students qualifying to participate in the Flagship Overseas Capstone Program;
- Number of Flagship students reaching 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 Overseas Capstone Program; and

- Number of Flagship students committing to government service through Boren Flagship Scholarships and ROTC (<https://www.borenawards.org>).

Qualitative Outcomes

- Incorporation of effective pedagogy and curriculum and overall pre-Capstone preparation;
- Effective integration of language learning technology including AI applications; and
- Effective advising and Flagship student retention, and clearly defined pathways for students of all majors and backgrounds.

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 Arabic and Chinese. Successful applicants will fully address the selection criteria described in these guidelines. Program proposals must focus on providing undergraduate beginner to advanced language instruction for students from all majors that results in professional-level language proficiency in four or five years. This includes a one-year Overseas Capstone program normally completed as a 4th or 5th year.

Applicants must demonstrate well developed plans for delivering undergraduate language programs at their institution and must indicate how they will adjust their language curriculum, teaching practices and programs to meet the stated Flagship goals. The focus of The Language Flagship is on undergraduate program development and expansion. Graduate programs **will not** be considered.

Applicants will be evaluated on their:

1. Quality of proposed leadership and administrative structure and staffing, and institutional commitment to hosting a Language Flagship Program;
2. Undergraduate curriculum design that demonstrates student-centered, outcomes-based, and proficiency-focused instruction across speaking, reading, writing, and listening with integration of technology and AI applications;
3. Plan for preparation of students for their Overseas Flagship Capstone study;
4. Student opportunities for use of and exposure to the Flagship target language;
5. Plans to maximize successful program results including success in producing Flagship certified students with federal service agreements and contracted ROTC cadets and midshipmen; and
6. 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 successful applicant will:

- Assign a senior, tenured faculty member, preferably in the field of the target language, to

serve as Flagship Director.

- 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.”

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:

- Demonstrate that the institution is committed to financial support of proposed Flagship efforts. 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 financial aid and other university offices to maximize student financial aid, including scholarships, and describe pathways for all students to be able to participate in The Language Flagship Program.
- 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 enhanced with technology and AI applications that demonstrates 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 and interventions at all levels of the proposed Program;

- Describe how the proposed Program’s language curriculum accommodates students from beginners to more advanced or heritage students and ensures that all students, regardless of proficiency level on entry, have the necessary learning opportunities to achieve an ILR 2 in speaking, reading, and listening prior to their Flagship Capstone year; and
- Provide charts that illustrate a variety of student pathways (i.e. including ILR 0-2, heritage learners, accelerated completion programs, STEM students, ROTC, etc.). Charts should show target proficiency outcomes by year. Describe diagnostic assessment instruments planned for student placement and monitoring of student progress.

Individualized Language Learning

- Flagship students vary in background, strengths and weaknesses, rates of progress and majors. Describe how teaching and learning will be adapted to meet the differing needs of each Flagship student.

Content-Based Instruction

- Describe how the proposed Program will provide students with the vocabulary and language skills to handle issues in their specific academic or professional field, which may include language for special purposes courses, work with language partners or tutors specializing in the domain, or experiential learning.

Technology

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

Assessment Planning

- Describe the plan for annual domestic student proficiency assessment, which is required for all formally admitted Flagship students, 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-Overseas Capstone assessments, and therefore these assessments do not need to be included in the plan.

Monitoring and Evaluation

- Evaluation plans for both student progress and overall program performance must be incorporated into the program and curricular design. Describe how regular monitoring

and evaluation would be accomplished and how it would inform improvements to the proposed Program.

In addition, please address the following:

For Flagship Arabic

- Arabic Regional Expertise: Flagship students must have specific knowledge of the peoples, countries and regions where Arabic is spoken, particularly Morocco and the wider region, and be able to operate successfully in a wide variety of professional and social situations.
- Media Arabic 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 article.

For Flagship Chinese

- East Asian Regional Expertise: Flagship students must have specific cultural knowledge of the peoples, countries and regions in which their target language is spoken, particularly Taiwan and China, and be able to operate successfully in a wide variety of professional and social situations.
- Media Chinese 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.

Maximum Exposure To and Use of Language

Describe how the proposed Flagship Program would maximize student exposure to and use of the target language. Advanced language proficiency can be achieved by providing students with:

1. Well-trained language instructors;
2. Well-designed curricular materials;
3. Effective use of instructional technology and AI applications;
4. Sustained exposure to authentic language; and
5. Opportunities to use the language in real-life situations.

Maximizing Program Results

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) to prepare them for success in the Overseas Capstone program. Programs must maximize the number of students committing to federal service through the Boren Flagship Scholarships and through ROTC programs.

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

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 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;
- Clear plans to collaborate with academic advisors across disciplines to strengthen on-campus recruitment;
- Clear plans to recruit, support, and retain veteran, National Guard, Reservist, and ROTC students; and
- Clear plans to promote the Boren Scholarship to students and a summary of assistance and support for Flagship students applying to Boren.

SECTION 3: BUDGET GUIDELINES

The following budget guidelines must be adhered to when developing program budgets. All effort should be made to include competitive costs and discounts 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.

Flagship funding may not be used to support courses with topics or study of gender ideology, DEI or environmental justice.

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, 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.

Travel

- The Language Flagship Annual Meeting – Travel for two staff members to attend up to a two and a half day meeting each April or May must be included in the budgets. This should be the Director and Program Coordinator. For planning purposes, Washington, DC should be used as the meeting destination to calculate travel expenses.

- Directors Meetings – Travel for the Flagship Director to attend one additional Flagship Directors Meeting each year must be included in the budgets. For planning purposes, the meeting is typically a day and a half and Washington, DC should be used as the meeting destination to calculate travel expenses.
- Overseas Program Visits – Site visits to the Flagship Overseas Capstone Programs are allowable for purposes of program articulation and teacher training.
- 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 be provided to staff from other Flagship Programs for consultation or evaluation work that is outside of the regular duties of a Flagship director. 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.
- 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. Student funding for Capstone programming will be provided to students only through the Boren Scholarships or Flagship student support for contracted ROTC cadets and midshipmen. Summer 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. **For year one only, a set total of \$75,000 will be awarded for student scholarships for approved intensive Summer 2027 activity. This is in addition to operational funds.**

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.
- Student Professional Development Funds – Up to \$3,000 in total per year may be used toward Flagship Undergraduates’ professional development. These funds support student opportunities outside of the proposed Program and campus environment to 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, or weekly Flagship meetings.
- Organized Events – Funds for group events and cultural activities may be included in the budget. 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. Final funding decisions will be made by DLNSEO after DOW Leadership review and approval. Final award funding levels may be lower than those proposed.

One or more awards will be given 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.

Evaluation Criteria

I. Quality of Leadership, Proposed Administrative Structure, and Staffing (25 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?
- Show evidence of institutional support for the proposed Flagship faculty, including opportunities for professional growth?

II. Institutional Commitment (25 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. How well does the proposal:

- Demonstrate a clear institutional commitment for language learning, faculty lines, teaching staff, space, and students?

- Indicate how the proposed Program is supported by the institution's administration and how it fits into its long-term strategic planning?
- Plan to help secure financial aid and scholarship support for all Flagship students?

III. Strength of Proposed Curricular Design (25 points)

Proposals will be evaluated on the quality of the curricular design. Proposals must describe in detail the proposed curricular approach as well as the desired outcomes. This must include prior proficiency outcomes when possible. How well does the proposal:

- Detail and describe an effective curricular design for high proficiency language learning at the novice through advanced levels to ensure 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 using language learning technology and AI applications, blended language learning, content- and domain-based language learning, proficiency-directed assessment practices and advances in curricular design?
- Include plans for assessing student language proficiency development?
- Describe a clear plan to fully prepare students for the Flagship Capstone year?

IV. Strength of Recruitment, Enrollment, and Retention plan (10 points)

Proposals will be evaluated on the quality of their plans to recruit students from a range of majors. Plans should discuss recruitment of students who range from absolute beginners to those who have studied the language previously to heritage students. How well does the proposal:

- Provide a clear plan for on- and off-campus (local, regional, national, K-12) recruiting of student cohorts, with sufficient resources allotted to recruiting, as well as defined measures of recruiting success?
- 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 majors and proficiency levels of current students.
- Present advising and programmatic strategies to help students remain in and successfully

complete all components of the proposed Flagship Program?

- Present strategies to recruit and retain ROTC students in Flagship and to encourage and support students to apply for Boren Scholarships to fund their Capstone year?

V. Exposure to Language (10 points)

Proposals will be evaluated to the degree to which they incorporate intensive study, online learning, and language learning opportunities to provide a 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. Budget and Cost Effectiveness (5 points)

The proposal will be evaluated to 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 providing good value to the U.S. government.

Minimum Standards

The applicant must meet the minimum standards for receiving federal funds, as defined in 32 CFR 22.415, which states 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:

- a. 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.
- b. DoDGARs Part 32, "Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations."
- c. 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.

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.
4. Abstract of no more than 250 words.
5. Proposal narrative of no more than twenty (20) pages. Proposal narratives must address all criteria in this RFP, excluding *authorized* attachments. Authorized attachments are limited to endorsement letters, requested budget content, appendices (A-F (as applicable)), and requested documentation
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 two pages describing student pathways into and through Flagship
8. Appendix C: Planned courses and language proficiency targets for each Flagship required course
9. Appendix D: A list of key individuals directly involved in the development and management of the proposed Program, and short curriculum vitae or mini bios for lead individuals
10. Appendix E: Support letters from senior university leadership (i.e., president, provost, vice president of academic affairs, dean, department chair, ROTC commanders) indicating institutional support, fit with mission, and willingness to institutionalize the proposed Program.
11. Appendix F: 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/programs-competitions> 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 periods, thus the first year would correspond to September 15, 2026 through May 31, 2027.

Please ensure that each line item is thoroughly justified in the budget narratives. The budget narratives should include a breakdown of the expenses and a description of how the expenses benefit the Program.

IIE will accept the approved negotiated indirect rates as formalized in an F&A agreement subject to the maximum indirect cost rates allowed by the Department of War in effect at the time of the award. Should Department of War enact a required cap on IDC rates in the future, Subrecipients will be subject to the maximum IDC rate as determined by updated guidance.

The budgets and budget narratives must:

- 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.)
- Include a clear description of responsibilities for any budget requests for salary support or contracted time. Descriptions should be concise.
- For each staff position, state whether it is fixed fee, hourly, or salaried.
- 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.).

- Justify, in a detailed manner, any administrative positions included in the budgets. Positions not justified in a detailed manner may not be supported.
- Include all travel funds required by your program. For travel:
 - Provide a note explaining the university's travel policy, particularly noting hotel and per diem policy.
 - 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.
- 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.
 - Explain how the major cost items relate to the proposed activities.
- 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.

- Margins: 1" on all sides
- Type face: 11 pt., Times New Roman
- Spacing: double-spaced throughout the abstract and proposal narrative
- Pages numbered consecutively
- No use of first-person pronouns, except for support letters
- No use of hyperlinks that connect to another resource, such as a webpage or file

Additional Information

A Technical Assistance Webinar 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 this webinar, please register using [this registration link](#).

Applicants are encouraged to participate in the scheduled webinar. Applicants may also submit questions to flagship@iieus.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/programs-competitions> and updated periodically. Questions and answers addressed in the scheduled webinar will be added to this document. A final version of this document will be posted on or before the date listed on the cover page of this document.

Transmission Instructions

The completed proposal, including the budget, all appendices and attachments should be submitted via upload to the secure proposal submission site as a single PDF file. 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 15 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.

Prior to the submission deadline, applicants are directed to complete their proposal submission by accessing the secure submission portal through the following web link: <https://myapp.iie.org/rfp>

Upon arrival at the proposal submission portal site, first-time portal users will be directed to register and create login credentials. After creating credentials, applicants are directed to the *Applicant Management* section of the portal and will click on the *Start New Application* link to begin the proposal submission process. At the start of a new application, applicants are directed to select the RFP to which they would like to submit a proposal. This selection is made from the *Select an RFP* drop-down menu. Applicants should select "2026-28 Arabic and Chinese Domestic Flagship Programs" from this drop-down menu, and complete and submit the online proposal submission form as directed. Applicants do not have to complete the submission process in one sitting and can return to the portal at any point prior to the submission deadline to complete the application process.

Applicants requiring technical assistance with the proposal submission portal should direct their inquiries to mschumacher@iieus.org. Please include "Proposal Submission Assistance" in the email subject line.

Appendix F: Confucius Institute Certification Form

CERTIFICATION UNDER SUBSECTION (c) 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

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 War 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 DOW Office of the Under Secretary of War 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: _____

Title: _____

Date: _____