THE LANGUAGE FLAGSHIP
Creating Global Professionals

Request for Proposal

SOUTH ASIAN FLAGSHIP LANGUAGES INITIATIVE

Application Guidelines

DEADLINE FOR RECEIPT OF PROPOSAL:
September 15, 2015

SECTION 1: REQUEST FOR PROPOSALS OVERVIEW

The Institute of International Education (IIE) is pleased to provide you with application materials for the South Asian Flagship Languages Initiative (SAFLI), an initiative of the National Security Education Program (NSEP). This initiative of The Language Flagship provides opportunities for intensive language study and overseas language and cultural immersion in South Asian languages for students selected through the NSEP-sponsored Boren Scholarships and Fellowships competition. IIE considers it a distinct pleasure to serve as the administrative agent for this important effort.

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 South Asian Flagship Languages Initiative is a program designed to increase the number of Boren Scholars and Fellows engaged in the study of critical languages of South Asia. Its purpose is to help meet the critical need for specialists in a range of academic and professional fields who are able to operate at the advanced proficiency level in major South Asian languages. The languages targeted through this program are Hindi and Urdu.
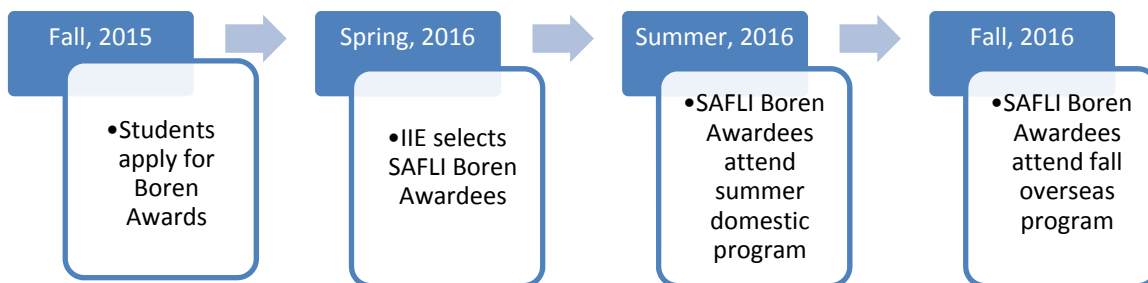
The Institute of International Education (IIE), acting as the administrative agent of the National Security Education Program (NSEP), requests proposals from institutions of higher education for the development and implementation of the South Asian Flagship Languages Initiative (SAFLI). The successful proposal will demonstrate capacity to provide domestic intensive summer language instruction, followed by fall overseas language instruction, in Hindi and Urdu at a variety of levels.

GENERAL

The South Asian Flagship Languages Initiative will offer students selected through the Boren Scholarship or Boren Fellowship competitions the opportunity to deepen their knowledge of and experience with South Asian languages and cultures. Boren Scholars and Fellows participating in SAFLI will study Hindi or Urdu and will enhance their proficiency by completing intensive domestic summer language study followed by an intensive Fall semester study overseas. Boren Fellows and Boren Scholars have the option to pursue a Spring semester of overseas study upon completion of the SAFLI Fall semester. The optional Spring semester is covered under the Boren award, but is not part of the responsibility of the SAFLI grantee.

2016 SAFLI Program Cycle

Fall, 2015		Spring, 2016		Summer, 2016		Fall, 2016
• Students apply for Boren Awards	→	• IIE selects SAFLI Boren Awardees	→	• SAFLI Boren Awardees attend summer domestic program	→	• SAFLI Boren Awardees attend fall overseas program

IIE is seeking proposals to develop an articulated language program that is comprised of summer domestic intensive language instruction and fall overseas language instruction in Hindi and Urdu. The successful applicant must commit to provide a minimum of 8 weeks of intensive summer domestic language instruction in Hindi and Urdu and a Fall semester of overseas language instruction in Hindi and Urdu in India. Funds awarded under this solicitation will cover administrative costs associated with the development and implementation of the intensive summer program and fall overseas program; tuition and living expenses will be awarded directly to Boren Scholars and Fellows by IIE. The goal of the initiative is to enable U.S. students to show measurable proficiency gains in their target language of either Hindi or Urdu after the completion of both the summer domestic and the overseas components of the program and to increase the number of U.S. students achieving advanced proficiency in these languages. NSEP currently operates this model for African languages under the African Flagship Languages Initiative (AFLI). For more information regarding AFLI, applicants are strongly encouraged to visit the following websites:

- Boren Scholarships for Undergraduates
  http://www.borenawards.org/boren_scholarship/african_languages.html

- Boren Fellowships for Graduates
  http://www.borenawards.org/boren_fellowship/african_languages.html

SUMMER INTENSIVE DOMESTIC COMPONENT

CURRICULAR DESIGN AND MAXIMUM EXPOSURE TO LANGUAGE

Applicants must describe an effective curriculum design for proficiency-based language learning. Applicants should describe how planned programs will provide SAFLI students with sustained exposure to language usage and development of cross-cultural competency, as well as the opportunity to use the language in real-life situations. Existing summer language offerings may need to be enhanced to achieve the goal of producing students with measurable proficiency gains during the SAFLI intensive summer program. IIE encourages applicants to consider a broad range of activities with respect to curricular design, instructional enhancements and student interventions in developing their project plan.

There is no minimum proficiency requirement for Boren Scholars and Fellows who participate in SAFLI. However, preference in selection, which is conducted by IIE, will be shown to those students who have demonstrated experience or instruction in Hindi or Urdu. Therefore, proposals must address how instruction will be provided to students with varying abilities in the target languages.

Gaining higher level language proficiency during an intensive summer program can be accomplished by providing students with 1) well-trained language instructors, 2) well-designed curricular materials, 3) sustained exposure to real language usage, and 4) the opportunity to use and practice the language in real-life situations. Therefore, applicants should describe a curricular design that builds on current offerings and will maximize participants' exposure to and significant use of the target language with the goal of maximizing the number of students reaching advanced proficiency levels.

Further, the successful applicant will describe strategies to immerse students in language usage outside the classroom, including providing options for SAFLI participants to live in shared housing and/or in close proximity to one another. Gaining cross-cultural competency can be accomplished through a variety of interventions, including one-on-one communication with tutors and home-stay experiences with South Asian families in the local area. Proposals should identify curricular and extra-curricular areas that will be enhanced or developed to meet SAFLI goals.

ASSESSMENT

Given that students will enter the SAFLI summer program with varying levels of language skills, competencies and language learning backgrounds, applicants must explain how they will implement a rigorous diagnostic assessment system that correctly places students within the program, tailors instruction to the strengths and weaknesses of the individual learner, is used to provide feedback to students and instructors, and is integrated into practices that lead to program improvements.

Boren award recipients with previous experience in the target language, either inside or outside of the classroom, will be required to take an Oral Proficiency Interview (OPI) conducted by Language Testing International (LTI), the exclusive licensee of the American Council on the Teaching of Foreign Languages (ACTFL), prior to the start of the summer program. All Boren awardees will be required to take an OPI at the conclusion of their SAFLI domestic studies.

EXPERIENCE IN SOUTH ASIAN LANGUAGES PROGRAMMING

Applicants should describe any existing domestic intensive summer or academic year programs in the target languages, including recent enrollment levels, and departmental and program structures. Proposals must clearly indicate how SAFLI will coordinate with and expand on existing target language resources, and should provide any post-program evaluation data, student proficiency data or other information that demonstrates the effectiveness of existing Hindi and Urdu summer and academic year programs.

OVERSEAS COMPONENT

SITE DEVELOPMENT

The successful applicant must partner with an overseas institution or program provider to deliver a semester-long overseas program that is articulated with the summer domestic program. Applicants must describe the partner or partners and the location of the program site(s).

Applicants should describe in detail the overseas provider proposed and past performance of the provider, and should provide any available evidence of program effectiveness, including pre- and post-program language proficiency results where available. If applicable, applicants should describe in detail the relationship with third party program providers including any memoranda of understanding or agreements in place between their institution and the provider. Third party program evaluation criteria, both for initial selection and post program review, should be included.

CURRICULAR DESIGN AND MAXIMUM EXPOSURE TO LANGUAGE

The successful applicant will describe a curricular model that builds upon the curriculum of the intensive summer domestic program, is able to accommodate students at various proficiency levels, and which successfully provides instruction and opportunities for students to make measurable proficiency gains. The applicant should also describe potential enhancements to the program that will develop linguistic, regional and cultural expertise. Such enhancements may include homestays, peer tutoring, content courses focusing on culture, history, politics, excursions, short-term internships or service learning opportunities. Applicants should also address issues in language learning in a multi-lingual environment.

The applicant must also describe the overseas institutional arrangements made to deliver language instruction in each of the targeted languages, including information on instruction and contact hours, institutional leadership, and administrative arrangements.

The applicant should describe how the overseas component will provide students with sustained exposure to language usage and cross-cultural competency through 1) well-trained language instructors, 2) well-designed curricular materials, 3) sustained exposure to real language usage, and 4) the opportunity to use and practice the language in real-life situations. Therefore, the applicant should describe a curricular design that builds on current offerings, and will maximize participants' exposure to and significant use of the target language. Further, the applicant will describe strategies to immerse students in language usage outside the classroom. Gaining cross-cultural competency can be accomplished through a variety of interventions, including one-on-one communication with tutors and home-stay experiences.

ASSESSMENT

The successful applicant must outline a plan for diagnostic assessment for appropriate student placement in the overseas programs. Given that students will enter the SAFLI overseas program with varying levels of language skills, competencies and language learning backgrounds, applicants must explain how they will implement a rigorous diagnostic assessment system that correctly places students within the program, tailors instruction to the strengths and weaknesses of the individual learner, is used to provide feedback to students and instructors, and is integrated into practices that lead to program improvements.

All participating students will be required to take an OPI conducted by Language Testing International (LTI), the exclusive licensee of the American Council on the Teaching of Foreign Languages (ACTFL), at the end of the summer intensive program, and at the end of the overseas program. Students will also take The Language Flagship online reading and listening tests at the conclusion of the overseas program. Applicants should outline any additional diagnostic or interim language testing planned to facilitate placement and monitor progress.

ADMINISTRATION/MANAGEMENT

The administration and management of the overseas component of SAFLI is critical to ensuring the articulation between the summer and overseas components, safety and well-being of participants, as well as the coordination of timely and accurate information for the sponsors. The proposal must address how the applicant will administer and manage the overseas component of SAFLI.

The applicant must describe the administrative structure of the overseas component and describe how the applicant will interface with the overseas component on:

- curricular design;
- developing academic and other policies;
- teacher training and supervision;
- developing and announcing cost of attendance for participants;
- organizing pre-departure orientations for students;
- ensuring the safety and security of participants by:
  - educating students of the potential risks of studying abroad;
  - providing resources for students if an issue arises;
  - requiring appropriate insurance for students; and
  - developing and implementing emergency evacuation plans.

The applicant must also describe how the program will administer housing arrangements and facilitate international travel, including visas and flights, where appropriate.

GENERAL PROGRAM ADMINISTRATION

LEADERSHIP AND MANAGEMENT

Applicants must demonstrate adequate resources to support and to carry out the proposed plan of activities. Additionally, applicants should demonstrate high-quality leadership and staff experience to develop and manage the proposed program in the target languages.

COORDINATION AND ARTICULATION WITH IIE

Proposals must describe plans to collaborate with IIE to market and conduct outreach for SAFLI. Applicants must also describe plans to coordinate directly with IIE on logistical aspects of the summer program. Specifically, the successful applicant will: 1) maintain a SAFLI website that links to Boren information about the Initiative, 2) work with IIE to synchronize Boren Awards and university tuition payment schedules, and 3) coordinate the SAFLI summer intensive program start date to align with any major Boren events.

PROJECT TIMELINES

IIE anticipates making an initial award under this solicitation for the period November 1, 2015 through August 31, 2016. This award will cover work undertaken <u>to plan and implement</u> the 2016 domestic summer intensive program and work undertaken <u>to plan</u> the 2016 semester overseas program. The domestic summer intensive program must last a minimum of 8 weeks. Proposed program dates must take into account the availability for summer study of students from different regions of the U.S. and any major events or activities for Boren award recipients.

IIE anticipates making a subsequent award under this solicitation for the period of September 1, 2016 through December 31, 2016. This award will cover work undertaken <u>to implement</u> the 2016 semester overseas program. This subsequent award is dependent upon the future availability of funds for the South Asian Flagship Languages Initiative.

FUNDING

Institutional funding for one award for the South Asian Flagship Languages Initiative will be administered by IIE. Total funding of up to $225,000 is available for the initial award period of November 1, 2015 through August 31, 2016. Total funding of up to $200,000 would be available for the subsequent award period of September 1, 2016 through December 31, 2016.

The successful applicant may be eligible for three additional years of grant support (January 1, 2017 – December 31, 2017; January 1, 2018 – December 31, 2018; January 1, 2019 – December 31, 2019) contingent upon success of the program and the future availability of funds for the South Asian Flagship Languages Initiative.

Funds awarded under this solicitation will cover administrative costs associated with the development and implementation of the domestic summer intensive and fall overseas programs. All student costs will be provided to participants through individual Boren Scholarships and Fellowships, administered by IIE. Applicants should clearly indicate the anticipated per student costs (tuition and living expenses) for the SAFLI domestic summer intensive and the fall overseas programs in an appendix to the proposal, as indicated in Section 4 of this solicitation.

NSEP anticipates an initial cohort of approximately 10 Boren Scholars and Fellows studying Hindi or Urdu under SAFLI for the first year.

SECTION 3: MERIT REVIEW PROCESS AND EVALUATION CRITERIA

Proposals will be evaluated by a merit-review panel organized by the Institute of International Education (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 the National Security Education Program (NSEP), Defense Language and National Security Education Office (DLNSEO) 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.

IIE may discuss a grant application with an applicant if deemed necessary; IIE also reserves the right to award grants without discussion with any applicants. IIE may reject any or all applications or parts of applications, or cancel the competition, if applications do not sufficiently demonstrate the ability to meet the stated initiative goals.

EVALUATION CRITERIA

I. PLAN OF OPERATION   **20 points**

Proposals must describe in detail how the applicant will develop a summer intensive and semester overseas language program for the South Asian Flagship Languages Initiative. Details will include the proposed curricular approach, as well as the anticipated outcomes.

- Does the proposal clearly describe an effective plan for building on and/or developing an intensive summer program and a Fall overseas semester-long program?
- Does the proposal clearly describe an effective curriculum design for proficiency-based language learning for both the summer intensive and overseas components?
- Does the proposal clearly describe how the domestic summer component will be articulated with the overseas component?

II. MAXIMUM EXPOSURE TO LANGUAGE   **15 points**

Proposals will be evaluated on the degree to which the applicant incorporates formal and informal learning interventions into program plans. These include classroom instruction, group and individual tutoring, experiential and community learning, content-based language learning or other innovative approaches.

- Does the proposal demonstrate innovative and effective means to provide students intensive instruction over an 8-week summer period and during the semester long overseas period?
- Does the proposal demonstrate innovative and effective means to provide students additional opportunities for practicing, enhancing and actively using the language during the 8-week summer period and the semester long overseas period outside of the classroom?

III. ASSESSMENT   **10 points**

Proposals will be evaluated on the degree to which the applicant incorporates formal and informal assessments into program plans.

- Does the proposal clearly describe a diagnostic assessment system that will be used to place students in the correct levels?
- Does the proposal lay out a clear plan to assess student, instructor and program performance in order to provide feedback and make program improvements?

IV. EXPERIENCE IN SOUTH ASIAN LANGUAGES PROGRAMMING   **30 points**

The successful applicant will provide evidence of past success in delivering high quality instruction in the target languages.

- Does the proposal demonstrate instructional expertise and experience in Hindi and Urdu at both the domestic and overseas sites?
- Does the proposal show clear evidence of experienced leadership capable of designing, implementing, and staffing innovative language programs at both the domestic and overseas sites?
- Does the proposal indicate institutional and instructional capability for developing or enhancing an intensive summer program and a semester long overseas program in Hindi and Urdu?
- Will the project have reasonable access to needed resources such as classroom facilities, student housing, computer services, language labs and other support resources at both the domestic and overseas sites?

V. COORDINATION AND ARTICULATION   **15 points**

Proposals will be evaluated on the degree to which the applicant demonstrates the ability to effectively work with other SAFLI partners.

- Does the proposal indicate the capability for coordinating administrative elements between the domestic and overseas sites and with IIE?
- Does the proposal indicate the capability for curriculum articulation between the domestic component and the overseas component?

VI. BUDGET AND COST EFFECTIVENESS   **10 points**

The proposal will be evaluated on the degree to which the applicant demonstrates cost-effectiveness and the ability to accomplish the proposed activities with the requested level of funding. The proposed program should be cost-effective and reasonable.

- 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?

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

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"

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 preference, or national origin. Historically Black Colleges and Universities and Minority Institutions are encouraged to apply.

SECTION 4: APPLICATION PROCEDURES

APPLICATION CONTENT

A successful proposal will include the following:

1. Transmittal letter from the applicant institution's Sponsored Projects/Research Office.
2. Title page.
3. One-page Abstract of no more than 250 words.
4. Proposal Narrative of no more than 20 pages that responds to the guidance provided in this solicitation and in the selection criteria.
5. An appendix with a timeline for the following periods:
    a. November 1, 2015 through August 31, 2016
    b. September 1, 2016 through December 31, 2016
6. An appendix with the anticipated per student costs (tuition and living expenses) for the SAFLI summer intensive program and the Fall overseas semester program.
7. A list of key individuals involved in the development and management of the South Asian Flagship Languages Initiative. The list should include complete contact information, including mail and email addresses, and telephone, and fax numbers.
8. Short curriculum vitae of no more than *three* pages for key lead individual involved.
9. Letters from university principals and overseas partners indicating willingness to support this project.

BUDGET CONTENT

A complete budget should include:

1. Two itemized budgets
2. Two budget narratives

Using the budget template found at http://www.thelanguageflagship.org/content/programs-and-competitions provide a detailed, line-item budget for the period November 1, 2015 through August 31, 2016 and the period September 1, 2016 through December 31, 2016. As outlined below, also include a separate narrative budget justification in support of each budget period.

The following budget guidelines must be adhered to when developing the project budgets for the proposal. When developing the budget, best efforts should be made to include competitive costs and discounts in order to best leverage federal dollars. While all costs that comply with relevant OMB Circulars will be considered, IIE and NSEP reserve the right to reduce, revise or otherwise adjust proposal budgets in accordance with project needs and goals, and the availability of funds.

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

The budget and budget narrative must:

a. Include a separate note for each line item in the budget. Budget notes must follow the order of the line items in the budget. (The only cost category not requiring individual line notes is fringe. In the case of fringe benefits, 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 included in the budget narrative and should be concise.
c. If faculty are included in the budget, for non-classroom activities, the budget narrative must describe how this work will be covered (e.g., course buyouts, summer salary, etc.).
d. Justify, in a detailed manner, any administrative positions included in the budget. Positions not justified in a detailed manner may not be supported.
e. If travel is included in the budget:
   - provide a note explaining the university's travel policy, particularly noting its 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
f. 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.
g. Explain how the major cost items relate to the proposed activities.
h. 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 narrative.

APPLICATION QUESTIONS

A webinar will be held to field questions regarding this solicitation on Friday, August 7, 2015 from 3:00 p.m. – 5:00 p.m. ET.

To participate in the webinar, please send an e-mail to flagship@iie.org indicating the name(s) and e-mail address(es) of the participant(s). Applicants will receive confirmation emails with instructions for participation in the webinar.

Following the webinar, FAQs will be posted to:
http://www.thelanguageflagship.org/content/programs-and-competitions

Applicants are encouraged to attend the scheduled webinar. Additionally, applicants may address questions to flagship@iie.org. Questions will be answered by e-mail *and* may be included in the FAQ document referenced above. As necessary, telephone calls may be scheduled to answer more complex questions.

E-mailed questions must be received no later than Thursday, August 6, 2015 at 5:00 p.m. ET.

Additional information about The Language Flagship can be found at:
www.thelanguageflagship.org.

APPLICATION FORMAT

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

1. Margins: 1 inch 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"

APPLICATION TRANSMISSION INSTRUCTIONS

Please send the proposal electronically to flagship@iie.org as a single pdf attachment.

The DEADLINE FOR RECEIPT is 4:30 p.m. ET, Tuesday, September 15, 2015.