



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Request for Proposals

THE CHINESE FLAGSHIP CULTURE INITIATIVE

Application Guidelines

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PREFACE

The Institute of International Education (IIE) is pleased to provide you with application materials to develop, consolidate and disseminate culture preparation materials for pre-summer, pre-Capstone, and the Capstone experience for Chinese (Mainland China and Taiwan) Language Flagship programs and the field. Cultural materials must be accessible on an open source online platform as a resource for the field. 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). 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 Language Flagship has already achieved national success in launching new and innovative programs of advanced instruction in Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian, Swahili, and Turkish. The purpose of this solicitation is to offer a funding opportunity for Chinese Domestic Flagship programs to develop, consolidate, and disseminate cultural materials via an open source online platform for all of The Language Flagship's Chinese programs and the field. Flagship language programs, hereafter will be referred to as "participating Flagship programs" or "participating programs".

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, seeks the development of culture materials targeted for 1) summer overseas, 2) pre-Capstone, and 3) Capstone interventions in Chinese (Mainland China and Taiwan) and cultural preparation materials for all Chinese Flagship language programs. These materials should integrate specific culture topics to support student success in overseas interactions with general cultural awareness and self-reflection as well as be developed through a collaborative process for articulation with domestic and overseas Chinese Flagship programs and be openly accessible through an open source online platform that will be addressed in the proposal. The primary audience is domestic Flagship programs, the field, and other DLNSEO initiatives, such as the Boren Awards, Project Global Officer, and the Language Training Centers. Applicants are also encouraged to collaborate with the domestic and overseas Chinese Flagship programs and the Defense Language Institute (DLI) domestic Chinese Capstone program for training and piloting. This solicitation is open to current undergraduate domestic Flagship programs.

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, Russian and Turkish.

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 Flagship Centers. Overseas Flagship Centers provide directed language instruction, direct enrollment opportunities and professional internship experiences that foster the attainment of professional—level language proficiency during an overseas Capstone year experience. Flagship Program leaders are nationally recognized individuals in second language education who have been engaged with innovative language education research and materials development.

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 effective use of language learning technology into pedagogy and student learning tools;
- Articulate Domestic Flagship program instruction with high-quality instruction in Overseas Flagship Centers;
- Increase Flagship undergraduate student enrollment, retention and completion rates;
- 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 commitments to improving language learning.

In addition to the core Flagship program, The Language Flagship sponsors the following initiatives to promote and improve U.S. students' language learning and cultural expertise:

- Regional Flagship Languages Initiatives;
- Flagship Technology Innovation Center;
- Flagship Culture Initiative;
- Flagship Video Project; and
- Teacher Training.

These additional initiatives and programs allow Flagship to develop language resources and make key investments that foster the adoption of meaningful technology use, advanced level teaching and teacher preparation, and enhanced opportunities for students to fulfill federal government service.

Chinese Flagship Culture Initiative Overview

The objective of this effort is to develop openly accessible online Chinese culture materials that would be integrated into the program design of the Chinese Flagship programs and would also be available as a resource to the field. This effort will be collaborative and focus on intermediate language learners for summer overseas preparation as well as advanced/superior language learners for pre-Capstone preparation and the Capstone overseas program. The Culture Initiative materials

for summer should be in English and the materials for pre-Capstone preparation and the Capstone year may be in English or Chinese and should include materials covering an understanding of practices, traditions, and social expectations that will help students navigate immersion in their host culture in informal personal interactions as well as formal academic and professional settings. Chinese Flagship Capstone students are expected to have completed coursework and preparation in the areas described in Appendix 1. Summer overseas Flagship students may need a resources page or brief unit to cover basic essential knowledge of current political and social structures, history and religion of the host country.

This will be a three-year effort where Year 1 will focus on the development of Chinese cultural materials (Mainland China and Taiwan) in English for summer overseas preparation as well as cultural preparation materials in English or Chinese for use across the Chinese Flagship programs for pre-Capstone and Capstone programs; Year 2 will focus on piloting and refining materials used in Domestic and Overseas programs; and Year 3 will be dedicated to three components: 1) evaluating materials developed and their impact on students, 2) refining, publishing, and disseminating results for teacher training and with the domestic and overseas Flagship programs, the field, and other DLNSEO initiatives (Boren Awards, Project Global Officer, and Language Training Centers), and 3) application and use of the open source online curricula across the Flagship community.

The Objectives of the Chinese Flagship Culture Initiative are to:

- Identify needs in cultural preparation for students in Domestic and Overseas Flagship programs with advanced foreign language proficiency engaging in academic study, professional internships and host family environments;
- Identify existing resources and needs in specialized cultural training materials or teacher training for preparing students for advanced Overseas Chinese language immersion;
- Work collaboratively with a pilot group at Domestic and Overseas programs to develop materials that will be actively used across programs;
- Develop materials that will require students to engage in general cultural awareness and self-reflective learning to prepare them for a summer overseas, pre-Capstone, and Capstone experience;
- Provide teacher training to participating Flagship programs on goals for cultural competence, materials, and how to best make use of them;
- Disseminate resources of relevant cultural materials and activities appropriate for cultural preparation for summer overseas, pre-Capstone, and the Capstone program on an open source platform accessible to Flagship programs, the field, and other DLNSEO initiatives (such as the Boren Awards, Project Global Officer, and the Language Training Centers); and

- Develop and execute a plan for tracking and evaluating the applicability of the cultural materials, including gaining feedback on the materials from program participants and other key stakeholders.

Eligibility

IIE seeks proposals from currently-funded undergraduate domestic Flagship programs.

Funding for the Chinese Flagship Culture Initiative

Institutional funding will be administered by IIE, which anticipates making one cost-reimbursable award of up to \$350,000 each year for a total of three years. Funding is contingent on the successful review and approval of an institution's response to this solicitation and the availability of funds. Support will be made available in one-year increments contingent upon satisfactory program performance, the review and approval of annual budgets funding availability, and priorities identified by The Language Flagship.

Project Timelines

IIE anticipates making one award over a total of three (3) years, for periods of 12 months each, beginning on or around January 1, 2021. Applicants will address important outcomes and timetables in their proposals for the following periods:

Project Year 1: January 1, 2021 – December 31, 2021

Project Year 2: January 1, 2022 – December 31, 2022

Project Year 3: January 1, 2023 – December 31, 2023

Performance Measures and Outcomes

NSEP and IIE will monitor program performance throughout the 2021-2023 award cycle through reviews of annual program and quarterly financial reports, and through site visits. Performance measures and outcomes for the 2021-2023 Chinese Flagship Culture Initiative cycle includes:

- Strength of the plan to openly share, partner, and disseminate culture materials to the participating Domestic and Overseas Flagship programs, higher education institutions, other DLNSEO initiatives (such as the Boren Awards, Project Global Officer, and the Language Training Centers), and the field;
- Dissemination of open source culture materials that ensures open usage and protocols for open access, use, adaptation and development across participating Domestic and Overseas Flagship programs, other DLNSEO initiatives (such as the Boren Awards, Project Global Officer, and the Language Training Centers), and the field;

- Provision of high quality cultural materials and instructions for use at the intermediate to advanced/superior language level to target preparation for summer overseas, pre-Capstone, and Capstone students;
- Integration of materials into Domestic and Overseas curricula;
- Identification of, recommendations for, and implementation of practical ways to track and evaluate cultural learning that can be integrated flexibly across domestic Flagship programs;
- Development and provision of teacher training for the participating Domestic and Overseas Flagship programs; and
- Successful review achieved during onsite sponsor visit(s).

SECTION 2: PROGRAM GUIDELINES

The successfully applicant will fully address the guidance and selection criteria described in these guidelines.

Applicants will be evaluated on:

1. The proposed plan to develop, consolidate, and disseminate Chinese (Mainland China and Taiwan for comparative purposes) cultural materials for use in Chinese Flagship programs;
2. Collaboration and involvement of the domestic and overseas Chinese Flagship programs in developing the cultural materials, integrating the materials into the program design, and providing teacher training to those that will use the cultural materials in the classroom and in the overseas environment;
3. Development of cultural materials for summer should be in English and the materials for pre-Capstone preparation and the Capstone year may be in English or Chinese and should include materials covering an understanding of practices, traditions, and social expectations that will help students navigate immersion in their host culture in informal personal interactions as well as formal academic and professional settings;
4. Establishment of an open source online platform through which the culture material would be made openly accessible to Chinese Flagship students, other DLNSEO initiatives (such as the Boren Awards, Project Global Officer, and the Language Training Centers), and the field;
5. Plan to disseminate cultural materials to the field;
6. Plan to collaborate with the Chinese Flagship programs to track and evaluate the cultural materials and improve them (as necessary);
7. Proposed leadership and administrative structure as well as institutional commitment to support the Chinese Culture Initiative; and
8. An efficient timeline that outlines the steps in the project and intended outcomes based on a developed needs analysis.

Leadership and Administrative Structure

Committed administration and senior faculty leadership, and clear and effective reporting lines are essential to the success of the Chinese Flagship Culture Initiative. Reporting structures should be articulated and should demonstrate program integration and oversight at higher administrative levels. Successful applicants will:

- Assign a senior tenured faculty member to serve as the Flagship Culture Director.
- Describe how the Culture faculty will be supported by the institution and how the institution will leverage connections and resources of the host institution to support the development of the Flagship Culture Initiative.
- Position the Flagship Culture Initiative within the appropriate school or academic unit. Explain responsibilities and coordination of responsibilities if the chain of command runs through multiple reporting lines, or if the Flagship Culture Initiative resides outside the usual academic structure.

Development of Cultural Materials

Integral to the success of the Chinese Flagship Culture Initiative is the development of cultural materials with a focus on intermediate language learners for summer overseas preparation as well as advanced/superior language learners for pre-Capstone preparation and the Capstone overseas program. These materials must cover both China and Taiwan and must be comprehensive. Applicants are encouraged to consolidate relevant materials that are currently available and are openly accessible prior to developing new materials. New materials should fill in the gaps found in the materials that already exist. The successful applicant will describe existing materials and how the applicant intends to leverage those materials for the project. The successful applicant will also describe the needs that exist and propose what materials need to be developed through this initiative. Topics should cover understanding of practices, traditions, and social expectations that will help students navigate living and immersing themselves in their host culture and knowledge of history, politics, societal structures, religion, and the arts. Culture materials can include but are not limited to:

- Case studies;
- Materials that can be used both in classroom settings and independently;
- Text, audio, video, etc. to address each of the cultural topics;
- Activities that students can complete independently, with an instructor led and online mechanism for feedback to be provided to the student; and
- Teaching guides and activities to accompany materials.

Collaboration with Participating Domestic and Overseas Programs

To effectively develop and ensure utilization of the cultural materials, successful proposals will actively involve Chinese Flagship directors. Applications will provide details of how they will:

- Coordinate a plan to effectively work with domestic Chinese directors in the development of the materials, to include proposing a plan to address how these groups will meet and how the cultural materials will be developed, piloted, evaluated, improved and stored. Coordination with the Defense Language Institute to involve the domestic Chinese Flagship Capstone students in training and piloting is encouraged. (Successful proposals will include letters of support from participating Flagship directors.)
- Collaborate closely with domestic directors and overseas Flagship partners to develop an open source online culture curriculum for participating Flagship programs. Successful proposals will clearly describe how this process will be conducted.
- Ensure synergy with existing content, curricula, and resources from each of the Flagship directors' respective institutions.

Establishment of an Open Source Online Platform

The cultural materials developed and consolidated by this initiative must be hosted online (openly accessible) so that participating Chinese Flagship programs and those outside the program who are interested in using these materials may access them while in the U.S. and abroad. Successful applicants will:

- Use an existing, widely available open source online platform to house the cultural materials. The open source online platform must be openly accessible in both the domestic and overseas environments, including the participating Flagship programs' Capstone and internship locations. The Language Flagship Technology Innovation Center has previously developed an open source platform that is available to host cultural material.
- Ensure the platform can host all of the required content (e.g. videos, case studies, multiple-choice questions, open ended responses, etc.).
- Plan for consultation with the Language Flagship Technology Innovation Center regarding latest developments in supporting online and adaptive educational technology. This should include open collaboration so that content may be accessed, shared, and edited during developmental stages.

Chinese Flagship Culture Initiative Timeline

Applicants must include a single timeline that clearly outlines planned activities, intended participants, and coordination with responsible organization(s) identified for each planned event. Applicants are expected to develop a needs analysis, plan of execution, and longer-term sustainment strategies as a component of the initial submission. Successful applicants will:

- Year 1: Develop, populate, upload, utilize, and refine cultural materials to an open registration online platform for dissemination and utilization to be openly accessible by the Domestic Flagship community and students.
- Year 2: Pilot and refine materials used at the participating Domestic and Overseas Flagship programs. This effort should include interaction between summer overseas, pre-Capstone, and Capstone students.
- Year 3: Evaluate materials developed and consolidated and their impact on students. Also, refine, publish, and disseminate materials and teacher training across the Flagship community.
- Provide a detailed timeline of activities for the three years of funding. The first year must include developing, populating, and uploading cultural materials to an open source online platform for dissemination and utilization to be openly accessible by the Domestic Flagship students and community. The second year activities should include piloting and refining materials for use at the participating Domestic Overseas Flagship programs and for dissemination and utilization by the students and faculty on the overseas programs, as well as refining and updating the first year's content. The third year will include tracking and

evaluating material developed and its impact on the students. The third year should also include refining, publishing, and disseminating findings, the materials, and teacher training across the Flagship community.

- The timeline should outline the activities needed to bring the participating Domestic and Overseas Flagship directors together to effectively develop curriculum, content, and case studies. These should include anticipated dates, events, activities, and the organization/individual responsible for coordinating each activity. If proposing in-person activities, please include a virtual option as a back-up plan.

Institutional Commitment and Collaboration

The Language Flagship is committed to continuing its investment in advancing language learning in the U.S. and, accordingly, requires evidence of significant institutional commitment and collaboration across Flagship institutions to support and ensure the implementation of the Chinese Culture Initiative. Institutional support and collaboration must be demonstrated by a clear commitment to this effort and by support for project undertakings. Successful applicants will:

- Describe how the Chinese Culture Initiative will be supported by the institution's administration and how the 2021-2023 Chinese Culture Initiative funding will impact the institution.
- Demonstrate that the host institution is committed to supporting Flagship efforts.
- Include a plan to collaborate across Flagship institutions in the development, access, usage, and adaptation of cultural materials for preparation of the summer overseas, pre-Capstone, and Capstone experience.

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

- Culture Initiative Project Director/Principal Investigator (PI): Applicants are strongly encouraged to demonstrate commitment to the Culture Initiative effort. A course release or other form of support for the PI is acceptable given the level of anticipated effort.
- Coordinator: Applications are encouraged to include a percentage of a Project Coordinator's time for this effort to support the planning and coordination of activities.

Travel

- The Language Flagship Annual Meeting (Date TBD): Travel for two staff members to the annual meeting must be included in the budget, if not included in a separate grant.
- Conference Travel: No more than \$5,000 may be requested for travel to non-Flagship-required meetings. Project personnel travel will only be approved for attending meetings/conferences where they can solicit input or participants in the Culture Initiative.
- Other Travel: Only as necessary.

Other Costs

- Honoraria: Honoraria or other forms of payment may be provided to staff from other Flagship programs for consultation or evaluation work. Reimbursements for travel, per diem and lodging can be provided. Honoraria may not be provided to U.S. or foreign government officials.
- Promotional Materials: Limited funding may be used for the dissemination of Culture Initiative efforts via brochures, handouts, and other printed materials. All printed material must comply with the Flagship Visual Identity Guide. Funds may not be used for promotional items and memorabilia, including gifts and souvenirs (i.e. mugs, bags, t-shirts, etc.).
- Organized Events: Funds for group meetings for the development of cultural content may be included in the budget. All organized events must demonstrate their relevance toward the development of the Culture Initiative materials and/or open source online platform.
- Food and Beverages: Flagship funds cannot be used for snacks or beverages at regular meetings.

SECTION 4: MERIT REVIEW PROCESS AND EVALUATION CRITERIA

Merit Review Process

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), 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.

Final awards will be made by IIE to successful institutions. IIE may discuss the grant application with the applicant if necessary. IIE also reserves the right to award grants 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 to fully address the below criteria.

Evaluation Criteria

I. Development of Cultural Materials for Advanced and Superior Level Language Students for Pre-Capstone and Capstone Interventions: 20 points

Integral to the success of the Chinese Flagship Culture Initiative is the development of cultural materials for intermediate and advanced/superior language learners for summer overseas, pre-Capstone, and Capstone interventions in Chinese (Mainland China and Taiwan). How well does the proposal:

- Incorporate a needs analysis into the project plan?
- Consider and incorporate relevant materials that are currently available and are openly accessible?
- Consider the inclusion of cultural materials that cover practices, traditions, social expectations that will help students navigate living and immersing themselves in their host culture and knowledge of history, politics, societal structures, religion, and the arts, as well as Appendix 1 (Chinese Pre-Capstone Preparation Expectations Guidelines) into the project plan?
- Describe a plan that clearly identifies how an openly accessible online curriculum for both summer overseas, pre-Capstone, and Capstone materials will target the “culture specific” topics for students at intermediate to advanced/superior level language proficiencies in Chinese (Mainland China and Taiwan)?

II. Integration and Involvement of Chinese Domestic and Overseas Programs: 20 points

Proposals will be evaluated on the degree to which they collaboratively involve Chinese domestic and overseas directors. How well does the proposal:

- Coordinate a collaborative plan to effectively work with domestic and overseas Flagship directors of Chinese in the development of the materials, to include proposing a plan to address how these groups will meet and how the cultural materials will be developed, saved, and stored?
- Involve the domestic and overseas Flagship directors in developing an openly accessible online curriculum for Chinese (Mainland China and Taiwan)?
- Ensure synergy and consolidation with existing content and resources from each of the Flagship directors' respective institutions?

III. Strength of Collaboration, Sustainment, and Dissemination Plan: 15 points

Proposals will be evaluated on the degree to which they demonstrate a strong, cohesive, and collaborative team that will provide materials that are easily accessible, sustainable, and able to be shared across the Flagship and U.S. higher education communities. How well does the proposal:

- Show commitment to ensure open usage and protocols for projects and materials for open access, use, and adaptation and development across the U.S. higher education community and their partners?
- Demonstrate a strong plan to ensure that projects and materials are readily available for improvement, adaptation, and adoption across the Flagship, DLNSEO initiatives, and U.S. higher education community and their partners?
- Involve a plan to train and openly share, partner, and disseminate project approaches and materials to other Flagship institutions, higher education institutions, and their partners?

IV. Quality of Leadership, Proposed Administrative Structure and Staffing: 10 points

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

- Show evidence of experienced leadership capable of implementing and staffing a high-quality Chinese Flagship Culture Initiative?
- Describe the administrative structure of the Chinese Flagship Culture Initiative with clear reporting arrangements to senior campus administration?
- Position the Chinese Flagship Culture Initiative within the appropriate school or academic unit, and explain responsibilities and coordination of responsibilities if the chain of command runs through multiple reporting lines, or if the Flagship Culture Initiative resides outside the usual academic structure?

V. Establishment of an Open Source Online Platform: 10 points

Proposals will be evaluated on the degree to which they identify the utilization of an open source online platform where Flagship students may openly access the developed culture curriculum/trainings when located domestically or overseas. How well does the proposal:

- Use an already existent open source online platform to house the cultural materials? (The open source online platform must be accessible in both the domestic and overseas environments, including the participating Flagship Capstone and internship locations.)
- Ensure the platform can host all of the required content, e.g. videos, case studies, multiple-choice questions, open ended responses, etc.?
- Plan for consultation with The Language Flagship Technology Innovation Center regarding latest developments in supporting online and adaptive educational technology?
- Include open collaboration so that content may be accessed, shared, and edited during developmental stages?

VI. Chinese Flagship Culture Initiative Timeline:

10 points

Proposals will be evaluated on the degree to which they include a single timeline that clearly outlines planned activities, intended participants, and coordination with responsible organization(s) identified for each planned event. How well does the proposal:

- Provide a detailed timeline of activities for the three years of funding where the first year includes the development, population, uploading and refinement of cultural materials to an open source online platform for dissemination and utilization by the Flagship students and community; the second year includes piloting and refining materials used at the participating Domestic and Overseas Flagship programs, including interaction between summer overseas, pre-Capstone, and Capstone students; and the third year includes evaluating materials developed, consolidating, measuring impact on students, and, refining, publishing, and disseminating materials (including teacher training) across the Flagship community?
- Outline the activities needed to bring the participating domestic and overseas Flagship directors together to effectively develop curriculum, content, and materials? (These should include anticipated dates, events, activities, and the organization/individual responsible for coordinating each activity.)

VII. Institutional Commitment:

10 points

Proposals will be evaluated on the degree to which the institution demonstrates institutional commitment to support and ensure the implementation of the Chinese Flagship Culture Initiative. Institutional support must be demonstrated by a clear commitment to this effort and by support for project undertakings. How well does the proposal:

- Describe how the Chinese Flagship Culture Initiative will be supported by the institution's administration and how the 2021-2023 Chinese Flagship Culture Initiative funding will impact the institution?
- Demonstrate that the host institution is committed to supporting Flagship efforts?

VIII. Budget and Cost Effectiveness:

5 points

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

funding. The proposed budget should be cost-effective and reasonable. How well does the proposal:

- Demonstrate effective use of limited Flagship funding, maximize value per dollar of support, leverage, if possible, additional funds (or have the potential to do so) and focus institutional expertise toward the development of the Culture Initiative?
- Include a budget and budget narrative that appear to be adequate to support the project activities? 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”

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.

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 outside of those listed below **will not** be reviewed as part of a submitted proposal.

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 that contains the following:
 - a. A plan that clearly describes the further development and sustainment of the Chinese Culture Initiative that responds to the selection criteria described in the solicitation guidelines; and
 - b. An annotated timeline that clearly describes the administrative and programmatic components proposed for the development and utilization of the culture materials and responds to the selection criteria described in the solicitation guidelines.
6. Appendix A: A program outline that indicates the faculty and/or staff members responsible for each task.
7. Appendix B: A list of key individuals directly involved in the further development and management of the Culture Initiative, including key partners.
8. Appendix C: An appendix with short curricula vitae of *no more than three pages* for each lead individual involved and "mini-bios" for other key individuals.
9. Appendix D: Support letters from appropriate senior university leadership (i.e., president, provost, vice president of academic affairs, deans, department chair), and Domestic and Overseas Chinese directors, along with those involved in the technological aspect of this request for proposals.

Budget Content

A complete budget should include:

1. A budget summary
2. Itemized budgets for the Culture Initiative (one of each period of performance)
3. Budget narratives (one for each period of performance)

The first Culture Initiative budget and budget narrative should correspond to the January 1, 2021 through December 31, 2021 budget; the second for January 1, 2022 through December 31, 2022; and the third for January 1, 2023 through December 31, 2023. By entering data into the sheet entitled "Itemized Budget" the sheet entitled "Summary Budget" will auto-populate.

Please ensure that all line items are thoroughly justified in the budget narrative. The budget narrative should include a breakdown of the proposed expenses, if not clear in the detailed budget, and a description of how each of the expenses will benefit the project.

The budgets and budget narratives 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 concise.
- c. For each staff position, state whether it is fixed fee, hourly or salaried.
- d. If faculty are included in the budget, the budget narrative must describe how this work will be covered (e.g., course buyouts, summer salary, etc.).
- e. Justify, in a detailed manner, administrative positions included in the budget. 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 anticipated number of travelers and who will be travelling, and the estimated number of days for the trip, and provide a breakdown of costs for each trip.
- 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 narrative.

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

Application Questions

A Technical Assistance Webinar will be held to field questions regarding this solicitation at the date and time listed on the cover page of this document.

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

Following the webinar, a Questions and Answers document sent to eligible applicants.

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

Questions must be received no later than the date listed on the cover page of this document. The final version of the Questions and Answers document will be sent to eligible applicants no later than October 30, 2020.

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.

Appendix 1: Chinese Pre-Capstone Preparation Expectations Guidelines

Expected Competence Level

The Chinese Flagship Capstone programs have found the following six areas of preparation key to success. Although each institution may meet the preparation challenges in different ways, success at this first phase of the capstone experience depends on addressing these standards. Following each expected competency level is a suggested campus preparation. Realizing not all Chinese programs have the same resources, there may be areas where distance collaborations and other innovations make help achieve preparation goals.

1. **Media Chinese Proficiency.** The student should be able to read and interpret newspaper articles with minimal dictionary use and comprehend most factual, temporal, and causal relationships presented in those articles.

Suggested Campus Preparation: Minimum of one course in media Chinese (Newspapers and broadcast media) or demonstrated equivalent proficiency. Broad exposure to media beyond the coursework will enhance the student preparation.

2. **Exposure to modern literature, history, and politics.** Demonstrate cultural literacy with respect to coursework.

Suggested Campus Preparation: Ideally, the candidate will have had at least a one course in these areas as part of general cultural literacy. Potentially done in English, but ideally with some target language component.

3. **Basic Literary Chinese.** Students should have a basic command of literary Chinese and can recognize differences in styles in Chinese (e.g., 书面语, 口头语) to meet the expectations of formal and informal settings.

Suggested Campus Preparation: Given that a basic command of literary Chinese both enhances cultural literacy and helps develop key formal registers in Chinese, students entering the capstone year in China are strongly encouraged to have at least one course in literary Chinese.

4. **Domain Training.** A key component of the Flagship program is direct enrollment at a local university. Students should be able to read and comprehend college-level textbooks written for native speakers in their chosen domains. Students should begin to be able to access professional writing in their domains as well.

Suggested Campus Preparation: To successfully manage the direct enrollment, students should have had specific training (both in English and Chinese) with respect to their chosen discipline before direct enrollment. This implies that they will have completed the bulk of their major coursework.

5. **General Language Proficiency.** Consistent with advanced level proficiency standards, students should be able to produce and understand lengthy stories, give elaborate descriptions of objects and situations. They should be able to explain complex relationships and discuss abstract topics that are not supported by objects in the immediate environment. Entering students should be at or around the ILR 2+/ACTFL Advanced (or 5-6 HSK), or equivalent in other measures such as STAMP.

6. **Pre-Program Culture Preparation.** Students should understand and accept as valid alternative ways of organizing one's life and social interactions, Chinese behavioral norms, political processes, administrative procedures, instructional practices, and perspectives on world events. Students should be provided with pre-departure cultural preparation to help them adjust to the more native-like context they will find themselves in. Experience with students going abroad at advanced levels shows that these higher-level students have at least as much of a challenge with cultural differences as lower level students, albeit with different kinds of issues (native classroom culture, organizational culture, etc.). The issues facing heritage students are different but at least as daunting as those encountered by non-heritage students and should be specifically addressed as well.

Suggested Campus Preparation: Specific training through pre-departure, on-campus cultural work, including professional and behavioral culture.