



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Request for Proposals

The Language Flagship 2021-2022 Teacher Training Workshop Series: Flagship Student Videos

Application Guidelines

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PREFACE

The Institute of International Education (IIE) is pleased to provide application guidelines for the competition of The Language Flagship 2021 – 2022 Teacher Training Workshop Series: Flagship Student Videos. 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, Korean, Persian, Portuguese, and Russian.

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 proposals from U.S. Institutions of Higher Education (IHEs) that are home to a Flagship Domestic Program to develop Flagship Teacher Training Workshops and modules. These workshops and modules must focus on understanding the advanced levels of language proficiency, and how to move students from the intermediate to the advanced and professional levels of language proficiency. The successful applicant will utilize videos from the Flagship Video Project as a core aspect of the training. More information on how to access the videos is provided in “Section 2: Proposal Guidelines”.

Through this solicitation, The Language Flagship seeks to make in person and/or virtual professional development opportunities available to the community of faculty, lecturers, instructors, language partners and other long-term staff that directly provide foreign language training or support to Flagship students. The primary audience for the teacher training workshops is the Flagship community, faculty and instructors participating in the ROTC Project Global Officer (Project GO) program, faculty from the Defense Language Institute Foreign Language Center (DLIFLC), or critical language instructors from other federally-funded language training programs. In addition, The Language Flagship seeks to make modules developed under this grant available to the primary audience as described above and to the greater field of second language acquisition.

The Language Flagship

The Language Flagship is a partnership between the Department of Defense and U.S. IHEs with the mission of creating new models of language learning that produce college graduates with professional-level or Interagency Language Roundtable Level 3 (ILR 3) proficiency in Arabic, Chinese, Korean, Persian, Portuguese, and Russian. The Regional Flagship Languages Initiative is a related program designed to increase the number of Boren Scholars and Fellows reaching advanced (ILR 2) proficiency or higher in French (with elementary Wolof), Hindi, Indonesian, Swahili, Turkish and Urdu.

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.

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 an Overseas Flagship Center;
- Achieve Flagship undergraduate student enrollment, retention and completion rates that maximize the number of students completing the entire domestic and overseas program with Flagship Certification;
- Increase the number of Flagship graduates with federal service commitments through participation in Boren and ROTC Scholarship opportunities intended for Flagship students;
- Provide professional development opportunities for Flagship faculty, instructors, and staff on student-centered and outcomes-based teaching and learning and to develop their professional and leadership skills to ensure program sustainability; and
- Increase institutionalization and sustainability of Flagship Programs and practices over time and secure long-term institutional commitment to improving language learning.

Eligibility

IIE seeks proposals from U.S. Institutions of Higher Education (IHEs) that currently host a Flagship Domestic Program.

Funding

Institutional funding will be administered by IIE. IIE anticipates making one award of up to \$500,000 for a period of one year.

Project Timeline

The award will start on March 15, 2021 and end on March 14, 2022. All teacher training activity and online modules must be completed by March 14, 2022.

SECTION 2: PROPOSAL GUIDELINES

In-Person and/or Virtual Workshops

The successful applicant must propose a series of in-person and/or virtual workshops on understanding the professional levels of language proficiency and how to move students from the intermediate to advanced/professional levels of language proficiency. The successful applicant must utilize the videos from the Flagship Video Project as a core aspect of the training. Sample videos can be found at <http://video.thelanguageflagship.tech> under the “Video Showcase” tab.

The successful applicant must propose a minimum of five workshops: one workshop specifically targeting instructors of Arabic, one workshop for instructors of Chinese, one workshop for instructors of Russian, one workshop for teachers in overseas programs, and one general workshop for instructors and staff who work on languages and programs not covered in the other workshops. These languages include Korean, Persian, and Portuguese. Applicants may also propose additional workshops. The successful proposal will also include at least one Arabic, Chinese, and Russian Flagship domestic director to work with the applicant on the content of related workshops and will outline clear plans to seek input from the Flagship community at regular intervals to ensure the workshops meet stakeholder needs.

The goal of these workshops is to provide professional development opportunities for understanding professional language levels and how to move students from intermediate to advanced and superior levels of language proficiency. The primary audience for the teacher training workshops is the Flagship community, faculty and instructors participating in the ROTC Project Global Officer (Project GO) program, faculty and instructors from the Defense Language Institute Foreign Language Center (DLIFLC), or critical language instructors from other federally-funded language training programs. Funding for travel, room, and board will be limited to participants directly affiliated with The Language Flagship.

Proposed workshops must address the teacher training needs of multiple institutions. Applicants must provide Flagship-style teacher training to instructors representing multiple Flagship and Project GO programs. Instructors from DLIFLC, as well as teachers in other key federal language training programs seeking to improve their language teaching techniques may also attend the training. It is anticipated that potential workshop participants would be available for training periods no longer than two weeks.

Proposals must describe the structure, content, and goals of each proposed workshop. Workshops must explore content and teaching methods that address the following topics:

- Understanding advanced levels of language proficiency and performance – how does a highly proficient non-native speaker present themselves in the target language? How do they speak? How do they utilize and reference culture? How do they utilize non-verbal cues to connect with their audience?
- Moving language speakers from intermediate to advanced language levels and/or advanced language levels to professional language levels. Subtopics include but are not

limited to pedagogical practice, materials development and integrating materials into the learning process, building a successful curriculum, assessment, working on specific modalities, language-specific topics, instruction for proficiency goals, and the use of technology.

Competitive proposals must demonstrate how the proposed workshops will enhance Flagship-best practices for teachers in specific Flagship languages or Flagship best practices that are not language specific. Applicants proposing topics on instructional technology should provide evidence of coordination or consultation with The Language Flagship Technology Innovation Center at the University of Hawai'i at Mānoa. Applicants must also provide a detailed explanation of how workshop training effectiveness will be assessed following the training.

Modules

In addition to designing and implementing workshops, the successful applicant will also create five to seven training modules to be posted online and available to the field. At least one of these modules must cover understanding the advanced and professional language levels. The other modules may focus on various aspects that contribute to moving an intermediate speaker to an advanced or professional level. Each module must be a “stand-alone” training and must intersperse/use clips of the videos produced in the Flagship Video Project to explore, exemplify, and/or show results. Modules may not be videos of workshops proposed as part of this project. Each module should be between 45 minutes and an hour in length. The successful applicant must describe the modules in detail and outline the content and length of the modules. All modules must be open source and open access for use by the wider language education field.

The modules must be placed on an existing platform and the successful applicant must work with the Flagship Technology Innovation Center to determine and source the appropriate platform. The Language Flagship Technology Innovation Center will host the modules. Applicants are responsible for disseminating the modules and must include a dissemination plan in the proposal.

Leadership, Trainers, and Administrative Structure

Committed administration and senior faculty leadership, and clear and effective reporting lines are essential to the success of this project. Equally important are the trainers who will be conducting the training and developing the modules. Personnel and reporting structures must be described in the narrative. Successful applicants will:

- Assign a senior faculty member to serve as the lead on this project;
- Assign a competent administrator to coordinate the administrative aspects of the project; and
- Describe in detail the personnel involved in this project, their duties, and the chain of command.

Proposal Structure

The proposal narrative should outline the detailed vision for the project and a clear implementation plan. The plan will include information on the workshops' curriculum design, recruitment plans, institutional logistical arrangements and post-workshop assessment of training effectiveness. With regard to recruitment, the narrative should specifically indicate how the applicant will solicit and select workshop participants.

The proposal should describe the intended length of the workshops, the targeted teacher population, and topic areas to be addressed during the training. Applicants must address the major workshop goals, teaching objectives, and expected outcomes. Additionally, applicants must provide a clear description of workshop methods and procedures and must explain how participants will be assessed to ensure that they have acquired the knowledge and skills explored in the workshops. Applicants must also state whether there will be opportunities for workshop participants to practice methods with language learners.

Narratives should provide a clear overview of all administrative aspects associated with planning and implementing the workshop. Applicants must describe how they will recruit and select teachers for the workshops. Logistical arrangements such as classroom space (including access to technology and materials), participant travel, accommodation, lodging and meals must be addressed if planning in-person workshops. Logistics must also be addressed in the planning of virtual workshops. Applicants must submit a draft curriculum and proposed schedule as appendices.

Applicants must also submit a detailed plan for the creation and implementation of the modules that will be created as part of this project. The plan should include content of the modules, length of the modules, target audience, and planned outcomes. Applicants must describe how they plan to disseminate the modules to ensure they are reaching a wide audience in the field. Applicants must also describe how they intend to work with The Language Flagship Technology Innovation Center on selecting an existing platform for the modules and ensure that the platform has the capabilities to host the modules.

The successful applicant must describe the administrative structure for the project. The applicant must list the personnel who will be working on the project, describe their duties, and outline the chain of command. Narratives must contain an academic project lead and a strong administrator.

The successful applicant must also include a detailed timeline that outlines the tasks associated with the project, the completion dates for the tasks, and the personnel who will be working on the tasks. This is intended as a one-year project, so plans must outline the ability to start and end the project within this timeframe with all deliverables met.

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.

Applicants may request support for administrative and personnel costs to prepare online / virtual training or to conduct intensive, multi-day workshops. Applicants may also provide honoraria or consultant fees to other Flagship Directors or instructors who teach in the workshops. The costs of travel, lodging and meals for Flagship participants must be covered under this initiative. Stipends for workshop participants are not allowable.

While the primary purpose of support offered under this solicitation is for professional development of the Flagship and Project GO teaching community, workshops can also accommodate non-Flagship participants. Flagship funding may not be used to support travel or other related expenses for Project GO, Department of Defense employees or for teachers or personnel not affiliated with The Language Flagship and should not be included in the proposed budget. IIE may approve the use of travel funds for Project GO participants through their existing programmatic awards.

SECTION 4: 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 the 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 must include the following:

1. Transmittal letter from the applicant institution's Sponsored Projects/Research Office.
2. Title page.
3. Table of contents, with active links to proposal sections.
4. Abstract of no more than 250 words.
5. Proposal narrative of no more than twenty-five (25) pages responding to guidance provided above and in the selection criteria.
6. Appendix A: a list of key individuals directly involved in the development and implementation of the proposed workshop. Include title, institution, email addresses, and telephone number.
7. Appendix B: short curricula vitae of no more than three pages for each lead individual involved in the workshop and "mini-bios" for other key individuals.
8. Appendix C: a timeline for planning and implementation of the proposed workshop.
9. Appendix D: draft curriculum and proposed schedule.
10. Appendix E: tables or graphics necessary to present teaching methodology, practices or other clarifying information more effectively.

Budget Content

A complete budget should include:

1. A budget summary
2. An itemized budget
3. A budget narrative

Provide a separate, detailed, line-item budget (using the budget template provided) and a separate narrative budget justification.

Provide a separate, detailed, line-item budget (using the budget template provided) and a separate narrative budget justification. By entering data into the itemized budget, the sheet entitled "Summary Budget" will auto-populate. 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 budgets, and a description of how the expenses benefit the project.

The 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 concise.
- c. For each staff position, state whether it is fixed fee, hourly or salaried.
- d. 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.).
- e. Justify, in a detailed manner, any administrative positions included in the budgets. Positions not justified in a detailed manner may not be supported.
- f. If travel is included in the budget:
 - i. Provide a note explaining the university's travel policy, particularly noting its hotel and per diem policy.
 - ii. Include the destination city and state or country, the number of travelers and who will be travelling, 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 narratives.

Application Format

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

1. Margins: 1" on all sides
2. Type face: 12 pt., Times New Roman
3. Spacing: double-spaced throughout

4. Pages numbered consecutively, starting with title pages, and in the order specified in “Proposal Content”
5. No use of first-person pronouns

Application Questions

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 below.

E-mailed questions must be received no later than the date listed on the cover page of this document. Should there be a need, a Questions and Answers document related to this solicitation will be sent to eligible applicants on or before February 19, 2021.

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 applicants. Proposals received after the deadline will be disqualified.

SECTION 5: MERIT REVIEW PROCESS AND EVALUATION CRITERIA

Merit Review Process

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

IIE may discuss the grant application with the applicant if necessary. IIE also reserves the right to award a grant without discussion with any applicants. IIE may cancel the competition or may reject any or all applications if they do not sufficiently demonstrate an ability to meet the stated program goals. Please refer to the details within the Program Guidelines to fully address the below criteria.

Evaluation Criteria

The following evaluation criteria will be used to assess proposals.

1. Plan of Operation (70 Points)

Proposals will be evaluated based on the strength of:

- a. Comprehensive description of proposed teacher training objectives and workshops
- b. Comprehensive description and timeline for development of accessible online teacher training modules utilizing material from the Video Project
- c. Integration of an Arabic, Chinese, and Russian domestic Flagship Director and evidence of stakeholder input in planning
- d. Complete narrative describing pre-workshop preparation, including recruitment and likely number of participants, and curriculum planning
- e. Clear proposal for implementing teacher training
- f. Clear proposal for the creation and dissemination of the teacher-training modules
- g. Plan for post-workshop assessment of training effectiveness and outcomes
- h. Comprehensive timeline of project tasks

2. Strength of Key Personnel and Teaching Team (20 Points)

Proposals will be evaluated based on the strength of:

- a. Strength of proposed academic and administrative leadership
- b. Strength of administrative structure and chain of command
- c. The qualifications of the workshop personnel, teachers, and teacher training module developers
- d. If applicable, a clear description of team collaboration
- e. Time commitment of team members to the workshop and module development

3. Budget and Cost Effectiveness

(10 Points)

- a. Budget must be adequate and reasonable to successfully meet workshop objectives and support module development
- b. Budget narrative must be clear and comprehensive

All costs must be allowable, allocable, and reasonable. IIE/NSEP will consider whether the budget has the ability to support the proposed workshop 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.