



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Request for Proposals

**The Language Flagship Linkages:
Secondary Schools & Community Colleges**

Application Guidelines

**DEADLINE FOR RECEIPT OF PROPOSALS:
Thursday, March 1, 2018**

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SECTION 1: OVERVIEW

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 current Undergraduate Domestic Language Flagship institutions to establish partnerships with State Education Agencies, Local Education Agencies, schools or school districts, and/or community colleges for the purpose of creating articulated models of foreign language education for Arabic, Chinese, Korean, Persian, Portuguese, Russian, or Turkish. This solicitation is open only to U.S. institutions of higher education (IHEs) with existing Flagship Programs in the aforementioned languages that will work with secondary and/or community college partners to increase articulation between their institutions and existing Flagship institutions. Applicants must propose initiatives that support articulation in the language that is currently funded at their institution under The Language Flagship Program.

THE LANGUAGE FLAGSHIP

The Language Flagship is a national effort to change the way Americans learn languages. Flagship Programs work to systematically produce a pool of language-proficient professionals to meet the need for language and culture expertise critical for national and economic security.

The Language Flagship is a partnership between the Department of Defense and IHEs with the mission of creating new models of language learning that produce college graduates with professional level (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. All Flagship Programs include rigorous domestic language training with the expectation students will qualify for cultural immersion at an overseas Flagship Centers. More information on The Language Flagship program may be found at <http://thelanguageflagship.org/>.

The Flagship community is currently composed of 25 Flagship Programs at IHEs and 10 Overseas Centers. The objectives of The Language Flagship are to:

- Establish programs for undergraduate students of all majors and disciplines that teach critical languages to the professional level (ILR 3/ACTFL Superior) and beyond during their course of study;
- Re-engineer existing language programs at all levels to provide students with opportunities and additional support for advanced language learning leading to professional-level proficiency;
- Promote and improve on teaching excellence in the target languages;
- Stimulate institutional support and long-term commitment to reforming language learning;
- Articulate domestic programs instruction with high-quality overseas study centers; and
- Improve national capacity in critical languages.

PROJECT OVERVIEW

Through this solicitation, The Language Flagship is seeking applications from current domestic Language Flagship institutions to develop collaborative initiatives with State Education Agencies, Local Education Agencies, individual schools or school districts, and/or community colleges to

improve proficiency-based language learning in critical languages and create working relationships that will increase the number of high school graduates and/or community college students who enter or transfer into Flagship programs. These students should possess intermediate to advanced proficiency in Arabic, Chinese, Korean, Persian, Portuguese, Russian, or Turkish. The intent is to increase the quantity of the pool of students entering existing Flagship domestic programs with demonstrated levels of proficiency. As a result of this project, secondary school graduates and community college students from the articulated programs should be able to enter university programs with proficiency levels between ILR 1/ACTFL Intermediate Mid and ILR 2/ACTFL Advanced Low, prepared to successfully articulate into Flagship language programs able to reach or exceed program goals more quickly. Flagship institutions should detail results and outcomes of previously funded K-12 partnerships.

PROJECT COLLABORATION

Applicants are required to work collaboratively with one or more of the following a) State Education Agency, b) Local Education Agency, c) school/school district, and/or d) community college. Applications that propose additional cooperation with national, state or local organizations working to improve foreign language education are encouraged.

The lead Flagship program will submit a single proposal for a unified project and request a single award that includes sub-awards to the partner institution(s) as necessary, which will be administered by the proposal lead. Collaborative proposals must clearly describe the roles of each partner, specify the managerial arrangements, and explain the advantages of the proposed collaboration.

PROJECT TIMELINES

IIE anticipates making awards under this solicitation with the effective date of June 1, 2018. Proposals will address important plans, timetables, benchmarks and outcomes for the following budget years:

- June 1, 2018 - May 31, 2019
- June 1, 2019 - May 31, 2020

Successful proposals will include a brief description of a sustainability plan that will begin after these periods.

FUNDING

Institutional funding will be administered by IIE. IIE anticipates that funding for three (3) awards of up to \$250,000 each year, depending on the scope of the project, will be available for the periods of June 1, 2018 through May 31, 2019 and June 1, 2019 through May 31, 2020. Funding levels will vary depending on program performance and funding availability.

SECTION 2: PROPOSAL GUIDELINES

PROJECT PLAN

Applicants should clearly describe their proposed project, including plans for how they will work with their secondary education agencies/districts/schools and/or their community college partners to coordinate and improve language program outcomes and articulation into Flagship programs. The plans should include specifics on curriculum goals, teaching methods and enhancements, as well as shared standards that foster the flow of students to existing Flagship Programs.

Applicants should describe how they will work with language programs at their partner institutions to improve curricula, pedagogy, assessment and instructor training with the goal of meeting the proficiency targets and project outcomes. Proposals should also describe how their Flagship domestic program will develop: a) program articulation from secondary and other post-secondary language study for students, particularly appropriate remediating coursework for students entering with high language proficiency, b) plans for proficiency assessment and placement upon matriculation, and c) engagement of the Flagship faculty, as well as other disciplines outside foreign language departments.

Proposals with plans for dual enrollment should be clearly outlined with support from secondary school partners. These plans should include phased development and integration of secondary and community college elements.

Project elements at both the secondary and community college levels should include:

- Establishment of proficiency targets
- Curriculum development and revision based on targeted results
- Explicit increase of proficiency expectations from course to course
- External proficiency assessment of secondary and community college learners
- Establishment of a professional learning community among all partners focused on curriculum, pedagogy and outcomes-based instruction

Applicants proposing partnerships with community colleges should explain how they will prepare students to matriculate into Flagship Programs with demonstrated language proficiency, and enough time and credits to allow them to complete the overseas Capstone year within their undergraduate programs. They will also explain existing or planned transfer agreements that increase the flow between community college students and their Flagship programs. Proposals to work with community colleges should address articulation of credit transfer and course levels for language courses taken.

Applicants that propose incorporating high school postsecondary enrollment options (collegiate credit during secondary) are encouraged. Additionally, successful proposals must explain the use of proficiency assessments and how they will be integrated and coordinated at the secondary and undergraduate levels for articulation into Flagship programs.

Successful proposals will outline a clear work plan, including the technicalities of how the Flagship program works with the secondary and/or community college partner(s) to improve language learning, credit transfer/acceptance, and learning outcomes. Applicants must provide a

clear description of proposed methods and procedures, and plans for analysis and application of results. The proposal narrative must contain a description of the anticipated impact including clear rubrics for measuring results, effective partner data management practices, and sharing of project results both locally and nationally. Proposals should address community and parent outreach for support of this initiative. Applicants must also address roles, responsibilities, and reporting lines of key individuals at both the partner and applicant institutions.

Proposals should clearly demonstrate the project scope including an estimate of the number of students, instructors and institutions involved at the secondary school(s) and/or community college(s) as well as the geographic reach of the project. Proposals should also address the anticipated potential impact on the Flagship Program overall enrollment and the number of students qualifying for the Overseas Capstone. These estimates should directly reflect the increased recruiting pool and secondary and/or community college current enrollments. The plan should detail the anticipated efficiencies in time and cost for training to professional proficiency goals.

State and local strategies have shifted significantly in recent years with many State Education Agencies and Local Education Agencies working to establish Seals of Biliteracy as part of comprehensive inducement and recognition strategy that can be implemented consistently within a state. Flagship supports these efforts as they are consistent with the mission of outcomes-based K-12 language learning that can be effectively articulated to higher education. Therefore, applicants who submit proposals that include the development of K-12 language programs are required to integrate the Seal of Biliteracy into their strategy and outreach efforts if this program exists in their area. Additionally, proposals that include professional development to assist schools in meeting their state's Seal of Biliteracy or higher proficiency standards are encouraged.

For all proposals, a plan for continuation of articulated foreign language instruction and project sustainability beyond the grant funding period is required. Plans should clearly describe commitment to long-term partnerships and development of project sustainability on the part of all institutions.

SECTION 3: MERIT REVIEW PROCESS AND EVALUATION CRITERIA

Proposals will be evaluated by a merit-review panel organized by IIE. The panel, which may include outside evaluators from academia, the private or federal sectors, or other individuals knowledgeable in the field, will rank proposals and make recommendations. Final funding decisions will be made by NSEP, Defense Language and National Security Education Office (DLNSEO) in consultation with IIE, and will be based on 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 deemed necessary; IIE also reserves the right to award grants without discussion with any applicants. IIE may cancel the competition, or reject any or all applications if they do not sufficiently demonstrate their ability to meet the stated program goals.

EVALUATION CRITERIA

- 1. Effective Plan of Operation (30 Points)**
 - a. Detailed description of how the proposed plan will encourage students to enter The Language Flagship program(s), to include an outreach and recruitment plan.
 - b. Comprehensive description of project design, plans for implementation, and adequacy of resources to undertake the project.
 - c. Complete description of the proposed partnership within and between the partner institutions, to include names and positions of those involved and their roles.
 - d. Clear statement of commitment from the leadership and instructors of the proposed partnership institutions and descriptions of how expertise will be shared.
 - e. Clear plan for project administration, management and individual responsibilities from each institution.
 - f. Detailed plan for proficiency assessment and use of results for program feedback at each partner institution.
 - g. If technology and materials are used/developed, a clear plan of how these will be coordinated with the Technology Innovation Center and openly accessible to other institutions and the general public.
 - h. Effective promotion of The Language Flagship program to create a greater flow of students to existing Flagship Programs, and a greater overall pipeline of graduating students who enter higher education or the workforce with proficiency in strategic languages.
 - i. Prior K-12 Flagship efforts should be mentioned, along with how the proposal will build upon previous K-12 partnerships and activities.
 - j. For proposals incorporating the state's Seal of Biliteracy: improvement of teacher effectiveness and student proficiency outcomes that align with the state's Seal of Biliteracy standards.
 - k. For proposals incorporating the state's Seal of Biliteracy: clearly articulates how the proposal will increase the number of students obtaining the state's Seal of Biliteracy.
- 2. Proposal's Impact (20 Points)**
 - a. Detailed description of anticipated project impacts and results of program elements, including curriculum development, instructor training and community outreach from each institution.
 - b. Clear plan for assessing and disseminating project results.

- c. Explanation of the proposed scope of the project, including estimated number of students, instructors, and institutions involved at the secondary/community college and post-secondary levels, and geographic reach of the project.

3. Strength of Key Personnel and Project Team (20 Points)

- a. Qualifications of the project director and lead personnel from each partner institution.
- b. Clear description of project team collaboration, including roles, responsibilities and reporting lines at and between each partner institution.
- c. Time commitment of team leaders and members to undertake the project.

4. Institutional Support (20 Points)

- a. Clear plan for project participation from partner institutions and their teaching staff.
- b. Clear narrative outlining how project leads, partner institutions, and their teaching staff will work collaboratively to ensure project success.
- c. Strong letters of support from the leadership of both the Flagship and partner institution(s).
- d. Clear plan and commitment of partner institutions to sustain the partnership beyond the grant period to ensure articulated proficiency-based foreign language programs.
- e. Identified options to support teachers for training, etc., which may be accomplished through release time or other means.
- f. Support from partners to strengthen secondary curricula.

5. Budget and Cost Effectiveness (10 Points)

- a. Request must be adequate and reasonable to successfully meet grant objectives.
- 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 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:

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

PROPOSAL CONTENT

Information outlined in the previous section 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.

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

1. Transmittal letter from the applicant institution's Sponsored Projects/Research Office
2. Title page
3. Abstract of no more than 250 words
4. Proposal narrative of no more than twenty-five (25) pages that responds to the guidance provided in this solicitation and in the selection criteria
5. A list of key individuals directly involved in the development and management of the proposed project, including key partners across the institution and in secondary schools and/or community colleges. Include complete contact information: mail and email addresses, and telephone and fax numbers
6. An appendix including short curriculum vitae of *no more than three* pages for each lead individual involved, and mini-bios for other key individuals
7. Appendix including a timeline for project activities
8. Appendix including any tables or graphs necessary to present methodology, protocols or other clarifying information more effectively
9. Support letters from appropriate university leadership and leadership from partner institutions

BUDGET CONTENT

A complete budget should include:

1. Separate, itemized budgets for June 1, 2018 – May 31, 2019 and June 1, 2019 – May 31, 2020 using the budget provided template provided
2. A budget narrative
3. If applicable, an itemized budget and budget narrative for each subaward included in the proposal

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 the Uniform Guidance 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 project needs and goals, and the availability of funds.

Please submit budget narrative encompassing separate timeframes. The first budget narrative should correspond to June 1, 2018 – May 31, 2019. The second should correspond to June 1, 2019 – May 31, 2020. Please ensure that each line item is thoroughly justified in the budget narratives. 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 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 concise. ***Funding of K-12 teacher base salaries and benefits may not be requested under this solicitation.***
- c. If faculty are included in the budget, 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. This includes outside consultants for whom specific tasks and timelines must be included.
- e. If travel is included in the budget:
 - provide a note in the budget narrative explaining the university's travel policy, particularly noting its hotel and per diem policy
 - include the destination city and state or country, the anticipated 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.
- i. Provide all of the above information for any budgets included for proposed subawardees.

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. Printing: double-sided for narrative sections
5. Binding: binder clip
6. Copies: one (1) signed original and ten (10) copies
7. Pages numbered consecutively, starting with title pages, and in the order specified in "Proposal Content"
8. No use of first person pronouns, with the exception of student support letters

APPLICATION QUESTIONS

Applicants may address questions to flagship@iie.org. As necessary, telephone calls may be scheduled to answer more complex questions. Answered questions may be included in the FAQ document referenced below.

E-mailed questions must be received no later than Thursday, February 15, 2018 at 4:30 PM ET. Should there be a need, FAQs related to this solicitation will be sent to eligible applicants on or before Tuesday, February 20, 2018.

TRANSMISSION INSTRUCTIONS

Please send one (1) original plus ten (10) copies of your proposal by U.S. Postal Service or by delivery service (e.g., FedEx) to:

The Language Flagship
National Security Education Program
Institute of International Education
1400 K Street, NW, Suite 700
Washington, DC 20005
[Telephone for delivery services: 202-898-0600]

The DEADLINE FOR RECEIPT is 4:30 p.m. (ET), Thursday, March 1, 2018. The burden of timely delivery is the applicant's. Proposals received after the deadline will be disqualified.

Proposals must be mailed or delivered (e.g., FedEx). Faxed and emailed proposals will not be accepted.