

Request for Proposal

**UNDERGRADUATE TURKISH LANGUAGE
FLAGSHIP**

DOMESTIC AND OVERSEAS PROGRAMS

Application Guidelines

**DEADLINE FOR RECEIPT OF PROPOSAL:
Wednesday, August 17, 2011**

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Dear Grant Applicant,

The Institute of International Education (IIE) is pleased to provide you with application materials to develop an undergraduate Flagship Program in Turkish. The Language Flagship is a major initiative of the National Security Education Program (NSEP). 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, Russian, and Swahili. Through this solicitation, we hope to identify and invest in a new Turkish Flagship Program and the planning of its corresponding overseas component to expand Flagship style language learning to these strategic languages.

THE LANGUAGE FLAGSHIP

The Language Flagship is an ambitious effort to empower an expanding group of colleges and universities that are implementing new models of language learning to produce college graduates with professional level (ILR 3, ACTFL Superior) proficiency. Existing 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.

Flagship focuses on critical languages including Arabic, Chinese, Hindi Urdu, Korean, Persian, Russian and Swahili. Flagship Programs at U.S. universities offer advanced language instruction and work closely with Flagship overseas Centers for articulated language immersion.

The Flagship community is currently comprised of 22 Flagship Programs at institutions of higher education, and ten overseas Centers. The leadership of these Programs are nationally recognized individuals in language education that have been engaged with innovative language education research and materials development.

The objectives of The Language Flagship are to:

- Establish programs for undergraduate students in 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 language;
- Stimulate institutional support and long-term commitment to reforming language learning;
- Articulate domestic programs with high-quality overseas study centers;
- Improve national capacity in critical languages.

PROGRAM GUIDELINES

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) to develop and implement an Undergraduate Turkish Flagship Program. Applicants must present a proposal for a combined domestic and overseas programmatic effort that will allow students to achieve American Council on the Teaching of Foreign Languages (ACTFL) Superior level and/or Interagency Language Roundtable ILR 3 proficiency in Turkish. Applicants may also propose to develop a bridge program component that will allow students with substantial proficiency in Turkish to gain ACTFL Advanced/ILR 2 proficiency in an additional Turkic language spoken in Central Eurasia (Azeri, Kazakh, Uzbek and Turkmen are preferred). IHEs may lead consortial arrangements with other IHEs and partner

with other non-profit organizations in developing domestic and overseas programming elements. This application is open to U.S. IHEs with existing programs in Turkish language.

GENERAL

IIE and NSEP reserve the right to fund only the domestic component or the overseas component of any application. As the primary focus of the Flagship program since 2007 has been on undergraduate program development and expansion, we will not consider any enhancements to Turkish graduate programs. Applicants must demonstrate prior experience with undergraduate Turkish language programs and must describe their existing programs. Applicants must also indicate how they will adjust and enhance their language and disciplinary programs to meet Flagship goals and articulate instruction with overseas study in Turkey.

DOMESTIC UNDERGRADUATE TURKISH FLAGSHIP PROGRAM

As with all Flagship programs, the goal of an undergraduate Turkish Flagship Program is to dramatically increase the number of U.S. students of all majors reaching professional level proficiency (American Council on the Teaching of Foreign Languages Superior level and/or Interagency Language Roundtable Level 3) in speaking, reading, writing, and listening in Turkish by the time they complete their bachelor's degrees. The Flagship undergraduate curriculum must include one full academic year overseas where students engage in Flagship coursework, direct enroll in courses in their academic, professional or technical discipline at a Turkish university, and engage in a semester-long internship or other appropriate professionally experiential activity while in Turkey.

Undergraduate Flagship Program applications must demonstrate how the proposed Flagship Program will attract and recruit students from all majors and disciplines. They must also demonstrate a curricular program and path that will enable students to graduate within a four-year period with ACTFL Superior/ILR 3 proficiency in Turkish.

OVERSEAS UNDERGRADUATE TURKISH FLAGSHIP PROGRAM (DEVELOPMENT AND IMPLEMENTATION)

IIE and NSEP intend to fund the development and implementation of an overseas Turkish Flagship Program in Turkey. Applicants should propose a one-year planning and development period for the Turkish overseas program. This planning and development phase must focus on successfully articulating with the domestic undergraduate Turkish Flagship program.

Overseas Flagship Program proposals should focus on developing arrangements with an overseas partner university for Turkish. The Turkish partner university must allow Flagship students to undertake programs of intensive Flagship language instruction coupled with a semester of direct enrollment in courses in their disciplines, and a semester internship or other similar professionally focused activity.

This will require close collaboration between the proposed domestic and overseas Flagship institutions to ensure that approaches and arrangements are articulated to allow students to achieve program goals. Therefore, all proposals must demonstrate how Flagship resources will be leveraged for U.S. students to reach professional proficiency (ACTFL Superior/ILR 3) in speaking, reading, writing, and listening in Turkish.

Applicants must also demonstrate how they will ensure that students take coursework while overseas that will award credit toward their domestic degree programs.

IIE strongly encourages applicants to read carefully the program guidelines below describing The Language Flagship and the activities it will fund. After carefully reviewing the program guidelines, please contact Ed McDermott from the National Security Education Program if you have any questions or concerns. He can be reached via email at edward.mcdermott@wso.whs.mil or by phone at (703) 696-5671.

FUNDING FOR A DOMESTIC UNDERGRADUATE TURKISH FLAGSHIP PROGRAM

Institutional funding will be administered by the Institute of International Education (IIE). IIE anticipates making one award of up to \$300,000 per year for three years, contingent upon the appropriation of funds and success of the project, beginning on or around September 30, 2011. (Please see project timelines below.) A pilot curriculum should be ready for student enrollment in spring 2012. The successful applicant will be eligible for consideration as a Flagship Program with additional three-year grant funding contingent upon success of the initial grant and the appropriation of funds.

FUNDING FOR OVERSEAS UNDERGRADUATE TURKISH FLAGSHIP PROGRAM

Institutional funding will be administered by the Institute of International Education (IIE). IIE anticipates awarding up to \$100,000 for a one-year planning and development phase on or around September 30, 2011. If the planning period is deemed successful, and contingent upon the appropriation of funds, this would be followed by two years of funding beginning September 30, 2012 of up to \$300,000 per year. (Please see project timelines below.) The initial phase should be devoted primarily to planning and development. A pilot curriculum should be ready for student enrollment as early as the fall 2012. The successful applicant will be eligible for an additional three years of grant funding contingent upon success of the initial grant and the appropriation of funds.

FUNDING FOR BRIDGE COMPONENT FOR PROFICIENCY IN A CENTRAL EURASIAN TURKIC LANGUAGE

Institutional funding will be administered by the Institute of International Education (IIE). IIE anticipates awarding up to \$100,000 per year for three years, contingent upon the appropriation

of funds and success of the project, beginning on or around September 30, 2011. A pilot curriculum should be ready for student enrollment in spring 2012. The successful applicant will be eligible for an additional three years of funding for this component contingent upon success of the initial grant and the appropriation of funds.

INSTITUTIONAL COMMITMENT

The Language Flagship is committed to continuing its investment in language learning in the U.S. for the long term and, accordingly, requires evidence of significant institutional commitment to support and sustain Flagship efforts. The Language Flagship normally commits to long-term funding for programs if institutions demonstrate a similar commitment to support the language education infrastructure required for institutionalization and sustainment of these efforts over time. This must be demonstrated by a clear commitment of financial support to core operations of the project. As mentioned previously in this document, The Language Flagship seeks to invest in projects over multiple funding cycles provided that the institution demonstrates similar commitment and progress. Successful applicants will:

- Demonstrate that the institution is committed to long-term financial support of Flagship efforts that will ensure that the Flagship program will be sustained over the long term. Competitive proposals will clearly demonstrate how the institution plans to contribute to the project as well as incorporate the costs of the Flagship Program into normal institutional operations over time;
- Assign a senior, tenured faculty member, preferably in the field of the target language, to serve as Flagship Director;
- Describe a clear reporting relationship for the Flagship Program that involves leadership to the level of the Dean at minimum;
- Describe how the institution will reexamine or change any institutional regulations or requirements that create barriers to students of various majors to engage in effective language education and overseas study, including smaller class size, additional study time if necessary, or recognition of credit for overseas study;
- Discuss plans for the institution to provide physical space, facilities, and technological support conducive for faculty and students to thrive in a first-rate language learning environment;
- Provide significant institutional contribution for the long-term support of the program in the form of new faculty lines, release time for faculty and senior administrators, dedicated student scholarships, reduced overhead charges, budgetary support, travel costs, capital equipment, and so forth.

PROJECT TIMELINES

IIE expects to award this grant on or around September 30, 2011. Applicants will address important outcomes and timetables in their proposals for the follow periods:

Domestic Undergraduate Turkish Flagship Program

Project Year 1: September 30, 2011 – September 29, 2012

Project Year 2: September 30, 2012 –September 29, 2013

Project Year 3: September 30, 2013 –September 29, 2014

Overseas Undergraduate Turkish Flagship Program

Planning and Development Phase: September 30, 2011 – September 29, 2012

Project Year 1: September 30, 2012 – September 29, 2013

Project Year 2: September 30, 2013 –September 29, 2014

Bridge Component for Proficiency in a Central Eurasian Turkic Language

Project Year 1: September 30, 2011 – September 29, 2012

Project Year 2: September 30, 2012 – September 29, 2013

Project Year 3: September 30, 2013 –September 29, 2014

The National Security Education Program (NSEP) anticipates long-term support for Flagship Programs. Funding levels may vary depending on program performance and funding availability. NSEP also expects each Flagship program to develop a plan for long-term sustainment that includes support from other sources including government, foundations, and private sector organizations.

PROPOSAL DEVELOPMENT

These guidelines are separated into three sections: one for the Domestic Undergraduate Turkish Flagship Program, one for the Overseas Undergraduate Turkish Flagship Program, and one for a bridge component that will offer students the opportunity to gain proficiency in one or more of the following Central Eurasian Turkic languages: Azeri, Kazakh, Uzbek, and Turkmen. Applicants must complete the sections for the Domestic and Overseas Turkish Flagship Program, and are encouraged to respond to Section 3 for the bridge component for Azeri, Kazakh, Uzbek, or Turkmen.

SECTION 1: DOMESTIC UNDERGRADUATE TURKISH FLAGSHIP PROGRAM

This solicitation seeks to establish a Domestic Undergraduate Turkish Flagship Program. The program must focus on undergraduate education that offers students from all majors an opportunity to achieve professional level language proficiency in four years. Plans might include an option for a fifth year depending on a student's language proficiency level at entry or major. A successful plan must include an academic year of intensive language study in the Overseas Turkish Flagship Program as part of its undergraduate Flagship program, and will indicate how overseas study will be integrated with studies at the home institution. Plans may also include an option for students to attain proficiency in one of the Central Eurasian Turkic languages outlined in this solicitation.

UNDERGRADUATE FLAGSHIP CURRICULAR DESIGN

The Language Flagship is dedicated to producing undergraduate students of all majors who are proficient in an array of critical languages. The Language Flagship is committed to an approach that combines investment in U.S.-based language learning infrastructure coupled with overseas immersion.

Our experience supporting the development of undergraduate Flagship Programs has shown that existing language programs often need to be re-engineered to achieve the goal of producing graduates with professional proficiency. In addition, to accommodate students of all majors, the requirements for undergraduate students involved in Flagship programs need to be carefully examined and, if necessary, reshaped to allow students to undertake the rigors of a Flagship program.

The Language Flagship encourages applicants to consider a broad range of transformative activities with respect to curricular design, institutional enhancements, and institutional commitment to advanced language programming. In addition, we strongly encourage all potential applicants to review curricula, method and approaches currently in use at each of the current Flagship Centers (links to individual Centers can be found at (www.thelanguageflagship.org)). Directors at each of the Centers are available to answer questions. We encourage applicants to thoroughly research and incorporate Flagship curricular approaches that are applicable to their program into their Program proposal.

A successful applicant will clearly describe the undergraduate curricular model it seeks to implement as well as describe a curricular design that is based on established practices and good planning to ensure that there will be pathways for students from all majors to reach professional proficiency by the time of their graduation. Successful applicants will describe in detail the following:

- Diagnostic assessment: Given that students will enter the program with varying levels of language skills, competencies, language learning backgrounds, and disciplinary interests, successful applicants will explain how they will develop or implement a rigorous diagnostic

assessment system, which places students in the program and tailors courses of study directed at the strengths and weaknesses of the individual learner.

- Customized and individualized language learning: Insofar as the proficiency target for The Language Flagship is set high and the cadre of students will vary in background, strengths and weaknesses, rates of progress, and disciplinary interests, learning must be adapted to the needs of each student. Such customization may entail:
 - Modularized curriculum, where learners can take the configurations of sub-course units appropriate to their needs, strengths, and weaknesses;
 - Variable credit according to work done;
 - Summer and intersession intensive coursework;
 - Ongoing process of assessment and feedback for students and instructors;
 - Access to a planned 24/7 learning environment that blends a variety of approaches such as classroom learning, language discussion sessions, structured tutoring sessions, planned self study, language “houses”, and a variety of computer assisted, Personal Digital Assistant (PDA), or on-line delivery for “anytime, anywhere” learning.
- Incorporation of content-based or domain-based language learning: Given that the desired graduating cohort of undergraduate Flagship students includes a range of academic majors, the successful program will prepare students to be able to use their language skills in a range of disciplines. Successful applicants will describe how the program will incorporate in its curriculum:
 - Significant collaboration across academic disciplines and programs in the design of curriculum and program implementation;
 - Experiential learning opportunities, including disciplinary modules and/or courses in the target language;
 - A clear strategy for training of faculty in disciplines outside foreign language departments in course work development, mentoring, and teaching content in the target language.
- Incorporation of theory and research and best practices in language learning: The successful applicant will describe program development based on solid theory and research in second language acquisition. In addition, successful applicants will describe how their Flagship program will build on successful practice in effective language learning already underway at their own institution, other Flagship programs, or other institutions.
- Articulation plans for working with the Overseas Flagship Program that will be established. All Flagship students, upon reaching ACTFL Advanced/ILR 2 language proficiency, are required to spend one full academic year overseas enrolled in coursework in their subject areas and engage in work-related experiences. Successful applicants will describe how their undergraduate program will incorporate the overseas study and experiential work components in the overseas Turkish Flagship Program.

- Integration of evaluation in curricular design and in the program: Given the high standards for success and continued funding for individual projects, evaluation of student progress and program performance must be incorporated into the program and curricular design.
- Integration of a sophisticated faculty and staff development process that supports state-of-the-art advancements in undergraduate language learning in all modalities (reading, writing, listening, and speaking).

MAXIMUM EXPOSURE AND USAGE OF LANGUAGE

Gaining professional level language proficiency can only be accomplished by providing novice students with 1) well-trained language instructors and professors, 2) well-designed curricular materials, 3) sustained exposure to real language usage, and 4) the opportunity to use the language in real-life situations. The successful applicant will have a curricular design that builds on current program offerings to maximize the exposure to and significant use of the target language, while also identifying areas that must be adjusted or developed to meet Flagship goals. Established Flagship Programs work to achieve this by utilizing the following strategies:

- Senior faculty and staff involved in the core language instruction;
- Additional hours of classroom instruction;
- Additional hours of individual tutoring and group discussion sessions;
- Access to well-trained language tutors and language partners;
- Creative training and use of speakers of the target language, including on-campus faculty and students;
- Blended learning that incorporates strategic access to media and on-line learning opportunities;
- Use of authentic materials in the target language;
- On-campus immersion environments, such as language houses and language tables;
- Integration with Flagship overseas immersion learning opportunities;
- Summer and intersession intensive-immersive language learning opportunities.

UNDERGRADUATE FLAGSHIP STUDENT REQUIREMENTS

By definition, a Flagship Undergraduate is a student who has applied for and been granted formal admission to a Flagship Program. Flagship Undergraduate students agree to fulfill all of the following requirements:

1. Sign student contracts and formally agree to all of the terms and conditions involved in being Flagship Undergraduate students;
2. Agree to the use of their personal data and acknowledge that their progress will be tracked and monitored for the duration of the Flagship program and beyond;

3. Demonstrate substantial progress, by Flagship Program standards, toward professional level language proficiency in their Flagship languages;
4. Commit to completing all components of their domestic Flagship programs; and
5. Commit to completing the academic year-long overseas experience at a Flagship program.

These Flagship students, as defined above, are eligible to receive Flagship student support. The Language Flagship will provide limited support for extraordinary study activities such as summer intensive or overseas study.

UNDERGRADUATE OVERSEAS STUDY REQUIREMENTS

All Undergraduate Flagship students are required to participate for an academic year in an approved Flagship overseas program. These academic year-long programs are typically referred to as “capstone overseas” experiences, and involve direct enrollment in academic courses offered at an overseas university alongside peers whose first language is Turkish, guided tutoring, as well as internships or other service learning activities that provide students the opportunity to use the language in a professional environment. Admission to these capstone programs is determined by standards set by the Flagship Council of Directors, which include a minimum ACTFL Advanced/ILR 2 proficiency as the benchmark to qualify for overseas academic year study in the Flagship program.

The requirement for all fully participating Undergraduate Flagship students to study in the overseas capstone program for one academic year is fundamental to establishing a high standard for language and culture immersion. As a result, it establishes clear expectations for all Flagship programs to develop the appropriate administrative structures and curricular approaches to ensure that all students have the opportunity to learn and work in their subject areas in an overseas academic environment. Participation in multiple short-term summer overseas programs will not count as the overseas academic year requirement.

INSTITUTIONAL ROLE IN THE UNDERGRADUATE FLAGSHIP PROGRAM

The feasibility of attaining the goals of The Language Flagship rests on a high level of institutional engagement across administrative units at the university. Applicants should address the following:

- **Fit to Overall Institutional Mission:** A successful Flagship applicant will demonstrate how having a Flagship Program will be supported by the institutional administration and fit into the long-term mission of the institution.
- **Leadership, Management, and Flexibility:** A successful applicant will clearly describe the management and leadership of the proposed Program. They will describe how senior leadership in the language field on their campus will be supported and how that leadership

will operate in the context of the new Program. The applicant must concretely identify the location of the program within an appropriate academic department, its support of management and leadership, its staffing, its campus “chain of command,” and the procedures by which it will implement the proposed curriculum. Experience has shown that successful Flagship institutions draw support across departments and colleges, and from senior university administrators in creating opportunities for students to learn languages to the advanced levels.

- **Outreach and Recruitment:** Applicants must describe a full range of creative outreach and recruitment efforts that will successfully attract undergraduate students, with proficiency levels in the target language ranging from beginner to advanced, into the proposed Flagship program. Applicants must also describe how they will recruit nationally and locally. Successful applicants will describe target enrollment numbers per annual cohort and will describe how they plan to work with the university admissions office to better recruit into the program.
- **Cross Disciplinary Approach:** The long-term success for any Flagship Program depends largely on how well it collaborates with academic departments and programs that represent undergraduate disciplines across the spectrum. A successful Flagship Program will engage members of fields and disciplines beyond languages and literature in the training of students towards professional proficiency.
- **Student Support:** Successful applicants must demonstrate how they will work with financial aid and other university offices involved in student support to maximize institutional and student financial aid, including scholarships, to help support students who do not have the resources to participate full time in this program. Successful applicants will identify existing national funding sources (such as Boren Awards, FLAS, or Gilman International Scholarships) as well as existing or potential on-campus scholarships or other sources of funding for students.
- **The Language Flagship will provide only a limited amount of support for extraordinary study activities, such as summer intensive or overseas study. The applicant must provide a well designed student support plan in order to receive student support funding.**

SECTION 2: OVERSEAS UNDERGRADUATE TURKISH FLAGSHIP PROGRAM

As described in Section 1 above, a required component of a Flagship program is participation in an approved overseas Flagship program. Since Turkish represents a new Flagship Program, no corresponding overseas program currently exists. Currently, The Language Flagship supports Overseas Centers for all Flagship Programs, including Arabic, Chinese, Hindi Urdu, Korean, Persian, Russian, and Swahili. The purpose of this section is to solicit applications for the development of a new Turkish overseas Flagship program in Turkey.

Overseas Flagship programs involve intensive advanced language instruction, direct enrollment in courses at an overseas university, and participation in guided internships. All overseas Flagship Centers must provide opportunities for Flagship students to direct enroll in classes in their disciplines that are taught in Turkish at the participating university and to engage in professional work experiences through guided internships or other experiential activities.

OVERSEAS FLAGSHIP CURRICULAR DESIGN

In concert with the goals of the domestic undergraduate Turkish Flagship program outlined in Section 1, the overseas Flagship program must focus specifically on developing an articulated program of study that enables students from a variety of disciplinary backgrounds to reach professional proficiency (ACTFL Superior/ILR 3) in the language. Similarly, the overseas program must be committed to building on the domestic investment in language learning by articulating the curriculum from the domestic program into the overseas environment.

The Overseas Turkish Flagship Program must be designed in close collaboration with the Domestic Undergraduate Turkish Flagship Program. Overseas Flagship programs are designed specifically for learners at the advanced level and higher in reading, listening, writing, and speaking. For this reason, successful applicants will describe how the overseas Turkish Flagship Program would be developed by adapting an existing program or designing new approaches to meet Flagship students' needs for a comprehensive language curriculum that allows them to reach professional level language proficiency. In addition, to accommodate students with different majors, the direct enrollment offerings and internship opportunities for Flagship students must be carefully examined and coordinated to allow students to undertake the challenges of the overseas Flagship program.

The planned Overseas Turkish Flagship program must:

- Be managed by a U.S. based institution of higher education, and be housed at a recognized Turkish institution of higher education. The U.S. institution of higher education may partner with a non-profit organization for development and implementation functions of the overseas program;
- Demonstrate experience and capacity in teaching Turkish to speakers of other languages;
- Demonstrate a cost-effective approach to allow Flagship students to participate;

- Demonstrate how the proposed program will incorporate best practices into the Flagship language learning;
- Demonstrate clear planning for articulation with an planned domestic undergraduate Turkish Flagship program; and
- Demonstrate the ability to allow for credit transfer from overseas enrollment to the domestic undergraduate Flagship Program.

It is important that Flagship undergraduate programs focus on students achieving target language proficiency while also preparing them to earn their degrees. Overseas Flagship programs, therefore, need to describe how their programs would be designed to ensure that Flagship students can achieve these rigorous goals while engaged in overseas study that includes an internship and undertaking direct enrollment.

The overseas Flagship program needs to consider the following:

- Customized and individualized language learning: Insofar as the proficiency target for The Language Flagship is set high and the cadre of students will vary in background, strengths and weaknesses, rates of progress, and disciplinary interests, learning must be adapted to the needs of each student. Such customization may entail:
 - Comprehensive curriculum, where learners directed instruction is appropriate to their needs, strengths, and weaknesses;
 - Ongoing process of assessment and feedback for students and instructors;
 - Access to a planned 24/7 learning environment that blends a variety of approaches such as classroom learning, language discussion sessions, structured tutoring sessions, planned self study, and a variety of computer assisted or on-line delivery for “anytime, anywhere” learner tools.
- Articulation strategies for the new Domestic Undergraduate Turkish Flagship Program. Successful applicants will describe how their overseas Flagship program will incorporate and build on students’ domestic study and capitalize on the immersive and interactive experience to be gained through the overseas Turkish Flagship Program.
- Integration of evaluation in curricular design and in the program: Given the high standards for success and continued funding for individual projects, evaluation of student progress and program performance must be incorporated into the Flagship program and curricular design.
- Integration of faculty and staff development, and formal faculty exchanges with the domestic program to ensure continuity of instruction between the domestic and overseas programs.
- Support for students engaged in academic study (writing, disciplinary tutors, etc).

- Plan to ensure that students can direct enroll in courses in their disciplines at the Turkish partner institution.
- A plan for internship administration that provides students to work in Turkish or in a Turkish language environment in organizations relevant to their disciplinary field or professional goals. Applicants may propose models that include one semester of direct enrollment classes followed by one semester of internship, or models that integrate internship experience and direct enrollment course-work throughout the academic year.

COORDINATION ROLE IN THE OVERSEAS UNDERGRADUATE TURKISH FLAGSHIP PROGRAM

Attaining the goals of The Language Flagship rests on a high level of domestic oversight and overseas institutional engagement; applicants should demonstrate the following in their proposals:

- **Fit to domestic institution's mission:** A successful Flagship applicant will demonstrate how coordinating an Overseas Flagship Program will be supported by the domestic institution's administration and fit into its long-term mission.
- **Leadership, Management, and Flexibility:** A successful applicant will clearly describe the management and leadership of the proposed Overseas Flagship Program. They will describe how leadership on their campus will support and otherwise operate in the context of the new Overseas Flagship Program.
- **The applicant must concretely identify the location of the program within the overseas university's structure and its management and leadership.** Plans will include staffing, intended "chain of command," and the procedures by which the institution will implement the proposed Program's development.
- **Plans that include an overseas program management role by a non-profit organization partner or consortial IHE partner other than the lead institution must clearly delineate the roles of all partners in the management and implementation of the overseas program (lead institution, consortial partner, non-profit organization partner, Turkish institution).**

SECTION 3: BRIDGE COMPONENT FOR PROFICIENCY IN AZERI, KAZAKH, UZBEK, AND TURKMEN

Applicants may propose a program component that will leverage student proficiency in Turkish as the basis for instruction in a Central Eurasian Turkic language (Azeri, Kazakh, Uzbek or Turkmen). The goal of a bridge component is for a student, to achieve the ACTFL Advanced level/ILR Level 2 in at least one of the following languages: Azeri, Kazakh, Uzbek or Turkmen. Applicants may propose a program that would provide bridge instruction opportunities in one or more of these languages. The Language Flagship will fund a bridge component for domestic study only in Uzbek and Turkmen. Applicants may propose integration of study abroad opportunities in Azerbaijan or Kazakhstan into a bridging strategy for study of Azeri or Kazakh along with domestic language study opportunities.

Proposals must address existing and projected Turkish language enrollments and the viability of offering bridge courses in one or more of the Central Eurasian Turkic languages. Proposals should also demonstrate experience or professional expertise to develop the Turkish to Turkic bridge courses necessary for undertaking this effort, as well as a brief review of existing materials and materials development needs. We strongly recommend that applicants consult with experts who work on Central Eurasian Turkic languages and/or other institutional advisers prior to submitting their applications.

Bridge program strategies may include:

- Specialized domestic summer intensive, semester, or academic year language courses in the target language for undergraduate students with substantial proficiency in Turkic language;
- Specialized courses or tutorials that prepare students with Turkish language proficiency for enrollment in existing intermediate or advanced courses in the target language on campus, at a partner domestic institution, or in an overseas language study course in Azerbaijan or Kazakhstan for Azeri or Kazakh;
- Improvements or enhancements to existing Central Eurasian Language courses to emphasize language proficiency and provide resources for students with Turkish language proficiency;
- Tutoring or supplemental study to support students with Turkish language proficiency engaging in intermediate or advanced level study of a second Turkic language;
- Overseas language study in Azerbaijan or Kazakhstan. Those incorporating an overseas component in Azeri and/or Kazakh must demonstrate how Flagship resources will be leveraged for U.S. students to reach at least advanced proficiency (ACTFL Advanced/ ILR 2) in speaking, reading, writing, and listening in Azeri and/or Kazakh.
- Other innovative language learning strategies that incorporate technology or social media to increase language proficiency;
- Support to assist students who opt to extend their undergraduate study program beyond four years in order to reach proficiency goals in a second Turkic language.

Proposals must address the following:

- Meetings with scholars and advisers, program partners, and institutional representatives or other key personnel involved in the project to develop a management structure and to plan, develop and review content design, share expertise, and identify additional resources;
- Plans for language proficiency assessment across the four modalities of the Central Eurasian Turkic languages offered;
- The fit of the Flagship effort with the institutional missions of all partners and the commitment of the institutions to engage in long-term institutionalization of project outcomes.

APPLICATION PROCEDURES FOR UNDERGRADUATE FLAGSHIP PROGRAMS

PROPOSAL CONTENT

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

1. Title page
2. Abstract of no more than 250 words
3. Section 1 proposal narrative of no more than twenty (20), Section 2 proposal narrative of no more than ten (10) pages, and Section 3 proposal narrative of no more than ten (10) pages (40 pages maximum) that responds to the evaluation criteria contained in the next section.

The Section 1 proposal narrative should contain the following:

- a) A project plan that clearly describes the development of a domestic undergraduate Flagship Program that emphasizes the foci described in the solicitation guidelines (engagement of undergraduate students of all majors, a plan to adjust language offerings to meet the high proficiency goals, a description of the planned curricular design, assessment processes, processes to ensure maximum exposure to language, etc). This must also include a description of what specifically will be done during each project period and by whom. (Please attach a time line for program development.)
- b) A discussion of how the new program will incorporate best practices from existing Flagship Programs to develop a state of the art learning environment. Successful applicants will describe how the development of the proposed Flagship Program builds upon research, successful initiatives, or practice in the field.
- c) A description of the proposed outcomes of the Flagship Program over the funding period. How will the Flagship Program make a significant contribution to provide professional level language learning for students? What methods of assessment will be used to verify improved language learning?
- d) A clear description of institutional commitment and how the Flagship Program will become sustained and institutionalized.
- e) A plan for working with Departments and Schools on campus to articulate pathways for students in their major fields to integrate language study in their disciplines and complete their majors while satisfying the professional language proficiency and overseas study requirements of the Flagship Program.

The Section 2 proposal narrative should contain the following:

- a) A description of the actions to be undertaken during the planning and development phase (year one) for the Overseas Undergraduate Turkish Flagship Program, including development of plans for direct enrollment, credit and articulation with the Turkish partner, internship program development, development of proficiency assessment tests and protocols, faculty or staff training, and management meetings for operational planning.

- b) A description of the initial planning and development phase (year one) and outline implementation roles for the overseas program for years two and three. This must also include a description of what specifically will be done during each project period and by whom. (Please attach a time line for program development.)
- c) A discussion of how the new Overseas Turkish Flagship Program will incorporate best practices from existing Overseas Flagship Programs to develop an effective learning environment. Successful applicants will describe how the development of the proposed program builds upon overseas immersion and study abroad research and best practices in the field.
- d) A discussion of how the Overseas Flagship Program will be designed for articulation with the domestic Undergraduate Turkish Flagship Program and credit and disciplinary requirements.
- e) A description of the proposed structure of the direct instruction, direct enrollment and internship components of the Overseas Flagship Program over the funding period. How does the Overseas Flagship Program intend to provide professional level language learning for students? What methods of assessment will be used to verify improved language learning? How will the development of an Overseas Flagship Program ensure increased economies of scale and be able to accommodate larger numbers of students over time?
- f) A clear description of the domestic and overseas institutional commitments and how the Overseas Flagship Program aligns with the mission for each.

The Section 3 proposal narrative should contain the following:

- a) A description of the actions to be undertaken to develop a bridge component that provides an opportunity for students to gain proficiency in Azeri, Kazakh, Uzbek or Turkmen. The description of actions must identify all partner institutions; please include complete contact information: mail and email addresses, and telephone and fax numbers; credit and articulation with these partner institutions; development of proficiency assessment tests and protocols; faculty or staff training; and management meetings for operational planning.
 - b) A description of implementation roles for the bridge component. This must also include a description of what specifically will be done during each project period and by whom. (Please attach a time line for program development.)
 - c) A discussion of how the Central Eurasian Turkic bridge component will incorporate best practices from existing Flagship Programs to develop an effective learning environment.
 - d) A discussion of how these programs will be designed for articulation with the domestic Undergraduate Turkish Flagship Program and credit and disciplinary requirements.
4. A list of key individuals involved directly in the development and management of the domestic undergraduate Flagship Program, the overseas program, and the Central Eurasian Turkic bridge component, including key partners across the institution. Include complete contact information: mail and email addresses, and telephone and fax numbers.

5. An appendix including short curriculum vitae of no more than three pages for each lead individual involved in the domestic undergraduate and overseas Flagship Programs, with mini-bios for other key individuals.
6. Support letters from senior management (i.e., president, provost, vice president of academic affairs, deans, department chair) from U.S., Turkish, and Central Eurasian Turkic partner institutions indicating institutional support, fit with mission, and willingness to institutionalize a Flagship Program.
7. Separate budgets for the Domestic, Overseas, and the Central Eurasian Turkic bridge component that each includes: 1) a summary budget, 2) an itemized budget spreadsheet, and 3) a supporting budget narrative – these will not count toward the page limit. Please use the preliminary budget summary form provided to present a complete budget overview, following the project timelines included at the end of the section on Program Guidelines. Please follow all directions on the budget sheets. Provide separate, detailed, line-item budgets for each year of the project (using the major budget categories shown on the budget summary form) and separate narrative budget justifications. The budget narratives should explain:
 - a) 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;
 - b) How the major cost items relate to the proposed activities; and
 - c) A detailed breakdown of institutional and other support for the Flagship Program in addition to the federal funds requested.

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. Binding: binder clip
5. Copies: one (1) signed original and ten (10) copies
6. Pages numbered consecutively, starting with title pages, and in the order specified in “Proposal Content”

TRANSMISSION INSTRUCTIONS

Please send the 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
Washington, DC 20005
[Telephone for delivery services: 202-898-0600]

The **DEADLINE FOR RECEIPT** is **4:30 p.m. (ET), Wednesday, August 17, 2011**. 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.

MERIT REVIEW PROCESS AND EVALUATION CRITERIA FOR DOMESTIC AND OVERSEAS UNDERGRADUATE FLAGSHIP PROGRAMS

MERIT REVIEW PROCESS

Proposals will be evaluated by a merit-review panel organized by the Institute of International Education (IIE). The panel will rank proposals and make recommendations to NSEP for possible funding. It is possible that recommendations will include levels of funding less than those proposed.

Awards will be made by IIE based on the recommendations of the review panel and final decisions made by NSEP. 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 reject any or all applications, or cancel the competition, if applications do not sufficiently demonstrate their ability to meet the stated initiative goals.

EVALUATION CRITERIA

I. Quality of leadership, proposed administrative structure, and staffing: 30 points

Proposals will be evaluated on the degree to which the proposal demonstrates high-quality leadership and staff experience to develop and manage a Flagship Program.

- Does the proposal show clear evidence of experienced leadership capable of designing, implementing, and staffing innovative domestic and overseas language programs? (10 points)
- Do the administrative structures of the proposed domestic undergraduate program provide clear reporting arrangements to senior campus administration? (10 points)
- Do the administrative structures of the proposed overseas program provide clear reporting and managerial arrangements? (10 Points)

II. Institutional commitment and cost sharing: 40 points

Proposals will be evaluated on the degree to which the institution supports a strong mission for proficiency-based language learning and teaching with real financial support. Institutional commitment and cost sharing can be evident in a number of ways. Successful applicants will demonstrate in their budget how they will invest directly in the long-term success of this project through dedicated faculty lines, student support, physical space, teaching staff, and reduced overhead charges. Successful applicants will minimize costs allocated to unassigned institutional “overhead” and demonstrate direct commitment to building a strong program over the long term.

- Does the proposal demonstrate a clear institutional commitment in its budget for language learning, faculty lines, teaching staff, space, and students? (10 points)
- Does the proposal indicate how a domestic Flagship Program fits into the long-term strategic planning of the institution? (10 points)
- Does the proposal demonstrate a clear commitment for supporting overseas Flagship language learning opportunities? (10 points)
- Does the proposal indicate how an Overseas Flagship Program will benefit from existing resources at the overseas institution to ensure efficient and effective programming? (10 points)

III. Strength of proposed curricular design: 30 points

Proposals will be evaluated on the quality of the curricular design. Proposals must describe in detail the proposed curricular approach as well as the desired outcomes. Successful applicants will provide solid grounding in theory and practice to justify the planned design, stating what evidence exists that the chosen design will produce the desired proficiency outputs. Proposals must also address how the curricular design builds upon best practices of existing undergraduate domestic and overseas Flagship Programs.

- Does the proposal clearly describe an effective curricular design for high proficiency language learning in the domestic undergraduate program? (10 points)
- Does the proposal clearly describe an effective curricular design for high proficiency language learning in the overseas program? (10 points)
- Does the proposal describe the use of state of the art methods and approaches, blended language learning, content based language learning, and advances in curricular design? (10 points)

IV. Exposure to language: 10 points

Proposals will be evaluated on the degree to which they incorporate study and work abroad, experiential and community learning, distance learning, and language learning for professional, business, and other disciplines.

- Does the proposal demonstrate innovative and effective means to provide students intensive instruction through intersession, summer intensive/immersive programs, tutoring, or other means? (10 points)

V. Maximizing the Overseas Immersion Experience: 20 points

Proposals will be evaluated on the degree to which they incorporate directed language study, with direct enrollment options and also with experiential learning through internship or work experiences and community learning.

- Does the proposal demonstrate effective means to provide undergraduate students with intensive immersive language instruction and experiences during the yearlong overseas Program necessary for them to reach level professional proficiency? (20 points)

VI. Strength of recruiting and student enrollment plan: 15 points

Proposals will be evaluated on their plans to recruit students from a range of populations, disciplines, and majors. Recruitment plans should describe local and campus efforts as well as regional and national efforts. They should also discuss plans to recruit students who are absolute beginners, novice learners, heritage students, and others, and demonstrate how each would be able to attain ACTFL Superior and/or ILR Level 3 (or equivalent) proficiency by the time they finish the program.

- Does the proposal concretely identify on-campus and other populations from which participants could be recruited, including the number of existing and potential enrollments in Turkish, and the disciplines represented and proficiency levels of current students? (10 points)
- Does the proposal provide a clear plan for recruiting a diverse student cohort, with sufficient resources allotted to recruiting, as well as defined measures for recruiting success? (5 points)

VII. Strength of articulation plan: 10 points

Proposals will be evaluated on their plans for articulating students from the domestic program in the overseas program.

- Does the proposal describe how the faculty will share methods and curriculum between the domestic and the overseas program? (5 points)
- Does the proposal provide a clear plan for preparing and orienting the domestic and overseas faculty and students? (5 points)

VIII. Incorporation of theory and research: 10 points

The successful applicant will describe program development based on solid theory, research, and practice in second language acquisition. In addition, successful applicants will describe how their

Flagship program will build on successful practices in effective language learning already underway at their own institution, existing Flagship programs or other institutions.

- Does the proposal clearly demonstrate incorporation of language acquisition research, theory and practice in the development of the Flagship program? (10 points)

IX. Strength of linkages and collaborations with other disciplines: 10 points

Successful proposals will demonstrate substantive involvement of content and expertise from a variety of academic disciplines and professions in the curricular and instructional design.

- Does the proposal demonstrate involvement in and commitment from other disciplines in the design and implementation of the Flagship Program? (10 points)

**SECTION 1: DOMESTIC UNDERGRADUATE
FLAGSHIP PROGRAM BUDGET FORMS**

**BUDGET SUMMARY
THE LANGUAGE FLAGSHIP
DOMESTIC UNDERGRADUATE TURKISH FLAGSHIP PROGRAM**

Name of Applicant Institution _____	Please list all funds requested; non-federal funds provided to or by the applicant should be included in the preliminary budget summary, Part II: Non-Federal Funds. Remember to include separate budget spreadsheets and budget narratives detailing your funding request.
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PART I: THE LANGUAGE FLAGSHIP FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel				
2. Fringe Benefits				
3. Travel				
4. Equipment				
5. Supplies				
6. Contractual				
7. Other				
8. Total Direct Costs (lines 1-7)				
9. Indirect Costs @ ____%				
10. Total Federal Request				

Total Non-Federal Funds (from Part II)				
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**BUDGET SUMMARY
THE LANGUAGE FLAGSHIP
DOMESTIC UNDERGRADUATE TURKISH FLAGSHIP PROGRAM**

Non-Federal Funds

Please list all non-federal funds being provided; enter Total of Non-Federal Support onto the Applicant Budget Summary Form (Part I) under "Total Non-Federal Funds." **Remember to include separate spreadsheets and budget narratives detailing your funding requests.**

PART II: NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel				
2. Fringe Benefits				
3. Travel				
4. Equipment				
5. Supplies				
6. Contractual				
7. Other				
8. Total Direct Costs (lines 1-7)				
9. Indirect Costs @ ____%				
10. Total Non-Federal Support				

**SECTION 2: OVERSEAS UNDERGRADUATE
FLAGSHIP PROGRAM BUDGET FORMS**

**BUDGET SUMMARY
THE LANGUAGE FLAGSHIP
OVERSEAS UNDERGRADUATE TURKISH FLAGSHIP PROGRAM**

Name of Applicant Institution

Please list all funds requested; non-federal funds provided to or by the applicant should be included in the preliminary budget summary, Part II: Non-Federal Funds. **Remember to include separate budget spreadsheets and budget narratives detailing your funding request.**

PART I: THE LANGUAGE FLAGSHIP FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel				
2. Fringe Benefits				
3. Travel				
4. Equipment				
5. Supplies				
6. Contractual				
7. Other				
8. Total Direct Costs (lines 1-7)				
9. Indirect Costs @ ____%				
10. Total Federal Request				

Total Non-Federal Funds (from Part II)				
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**BUDGET SUMMARY
THE LANGUAGE FLAGSHIP
OVERSEAS UNDERGRADUATE TURKISH FLAGSHIP PROGRAM**

Non-Federal Funds

Please list all non-federal funds being provided; enter Total of Non-Federal Support onto the Applicant Budget Summary Form (Part I) under "Total Non-Federal Funds." **Remember to include separate spreadsheets and budget narratives detailing your funding requests.**

PART II: NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel				
2. Fringe Benefits				
3. Travel				
4. Equipment				
5. Supplies				
6. Contractual				
7. Other				
8. Total Direct Costs (lines 1-7)				
9. Indirect Costs @ ____%				
10. Total Non-Federal Support				

**SECTION 3: CENTRAL EURASIAN TURKIC BRIDGE
COMPONENTS BUDGET FORMS**

BUDGET SUMMARY				
THE LANGUAGE FLAGSHIP				
CENTRAL EURASIAN TURKIC BRIDGE COMPONENTS				
Name of Applicant Institution _____	Please list all funds requested; non-federal funds provided to or by the applicant should be included in the preliminary budget summary, Part II: Non-Federal Funds. Remember to include separate budget spreadsheets and budget narratives detailing your funding request.			
PART I: THE LANGUAGE FLAGSHIP FUNDS				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel				
2. Fringe Benefits				
3. Travel				
4. Equipment				
5. Supplies				
6. Contractual				
7. Other				
8. Total Direct Costs (lines 1-7)				
9. Indirect Costs @ ____%				
10. Total Federal Request				

Total Non-Federal Funds (from Part II)				
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**BUDGET SUMMARY
THE LANGUAGE FLAGSHIP
CENTRAL EURASIAN TURKIC BRIDGE COMPONENTS**

Non-Federal Funds

Please list all non-federal funds being provided; enter Total of Non-Federal Support onto the Applicant Budget Summary Form (Part I) under "Total Non-Federal Funds." **Remember to include separate spreadsheets and budget narratives detailing your funding requests.**

PART II: NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel				
2. Fringe Benefits				
3. Travel				
4. Equipment				
5. Supplies				
6. Contractual				
7. Other				
8. Total Direct Costs (lines 1-7)				
9. Indirect Costs @ ____%				
10. Total Non-Federal Support				