



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Request for Proposal

UNDERGRADUATE ARABIC FLAGSHIP PROGRAM

Application Guidelines

DEADLINE FOR RECEIPT OF PROPOSAL:

FRIDAY, NOVEMBER 7, 2014

PREFACE

The Institute of International Education (IIE) is pleased to provide you with application materials to develop an Undergraduate Domestic Flagship Program in Arabic. The Language Flagship is a major initiative of the National Security Education Program (NSEP), which is part of the Defense Language and National Security Education Office (DLNSEO). IIE considers it a distinct pleasure to serve as the administrative agent for this important effort.

NSEP was created by Congress in 1991 to increase the ability of Americans to communicate and compete globally by knowing languages and cultures of other countries. NSEP recognizes that the scope of national security has expanded to include not only the traditional concerns of protecting and promoting American well-being, but also the new challenges of a global society, including sustainable development, environmental degradation, global disease and hunger, population growth and migration and economic competitiveness.

The Language Flagship has already achieved national success in launching new and innovative programs of advanced instruction in Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian, Swahili and Turkish. Through this solicitation we hope to identify and invest in the development of one U.S. campus-based Undergraduate Domestic Arabic Flagship Program.

SECTION 1: PROGRAM 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 U.S. Institutions of Higher Education (IHEs) to develop and implement an Undergraduate Domestic Arabic Flagship Program. This solicitation is open to U.S. IHEs with existing Arabic language programs and demonstrated experience delivering high-quality undergraduate Arabic language instruction.

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 (Interagency Language Roundtable Level 3 (ILR 3) / American Council on the Teaching of Foreign Languages Superior level (ACTFL Superior)) proficiency in Arabic, Chinese, Hindi, Urdu, Korean, Persian, Portuguese, Russian, Swahili and Turkish. 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.

The Flagship community is currently composed of 27 Flagship Programs at U.S. IHEs and 10 Overseas Centers. Flagship program leaders are nationally recognized individuals in second language education who have been engaged with innovative language education research and materials development.

The objectives of The Language Flagship are to:

- Develop programs for undergraduate students of all majors and disciplines that teach critical languages to the professional-level (ILR 3/ACTFL Superior) and beyond;
- Re-engineer proven 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 program instruction with high-quality overseas study centers; and
- Improve national capacity in critical languages.

DOMESTIC UNDERGRADUATE ARABIC FLAGSHIP PROGRAM

The goal of an undergraduate Arabic Flagship Program is to increase the number of U.S. students of all majors reaching professional-level proficiency (ILR 3/ACTFL Superior) in speaking, reading, writing and listening by the time they complete their bachelor's degrees. The Flagship undergraduate curriculum for all Arabic Flagship Programs includes one year at the Flagship Overseas Center housed at the Arab-American Language Institute in Morocco (AALIM) in partnership with Moulay Ismail University located in Meknes, Morocco (the Flagship Center at Alexandria University in Alexandria, Egypt is currently not in operation). While overseas, students engage in further Flagship coursework, direct enroll in courses in their academic, professional, or technical discipline, and engage in an internship or other appropriate professionally experiential activity.

Undergraduate Arabic Flagship Program applications must describe in detail how the proposed Flagship Program will attract and recruit students across the university from a variety of majors and disciplines. Proposals must also demonstrate a clear curricular program and learning pathways for multiple student types, from novice to advanced learners, which also includes articulation with the Overseas Flagship Center in Morocco. The proposal must make evident a plan that will enable students to graduate within a four- or five-year period with ILR 3/ACTFL Superior proficiency in Arabic.

FUNDING FOR DOMESTIC UNDERGRADUATE ARABIC FLAGSHIP PROGRAMS

Institutional funding will be administered by the Institute of International Education (IIE). IIE anticipates making one award of up to \$30,000 for a program planning and development period (April 1 through May 31, 2015), and up to \$300,000 for June 1, 2015 – May 31, 2016 (please see project timelines below). The successful applicant will be eligible for additional grant support, contingent upon success of the initial grant and the appropriation of funds.

PROJECT TIMELINES

IIE expects to award this grant on or around April 1, 2015. Applicants will address important outcomes and timetables in their proposals for the follow periods:

Initial Project Planning and Development: April 1, 2015 – May 31, 2015

Project Year 1: June 1, 2015 – May 31, 2016

Applicants should also address important outcomes and timetables for the subsequent year (June 1, 2016 – May 31, 2017), but be aware that funding for the 2016-17 program year will be awarded through a subsequent grant and contingent upon success of the initial grant and the appropriation of funds.

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

SECTION 2: PROPOSAL DEVELOPMENT

The program proposal must focus on providing undergraduate Arabic language instruction for students from all majors that result in professional-level language proficiency in four years. Plans may include a fifth year option for undergraduates depending on a student's language proficiency level at entry or major. Applicants must demonstrate experience delivering high-quality undergraduate Arabic language programs and must describe their existing programs in detail. Applicants must also indicate how, as a result of Flagship support, they will adjust and enhance their language programs to meet Flagship goals. This will include not only enhancements to the domestic program, but also plans to articulate instruction with overseas study at the yearlong Overseas Flagship Program in Meknes, Morocco.

As the primary focus of The Language Flagship since 2007 has been on undergraduate program development and expansion, enhancements to graduate programs will not be considered.

UNDERGRADUATE FLAGSHIP CURRICULAR DESIGN

Our experience supporting the development of Flagship Programs has shown that existing language programs need to be re-engineered beginning with first-year instruction and continuing through all levels to achieve the goal of producing graduates with professional-level proficiency. In addition, to accommodate students from a variety of majors, the credit, time and scheduling requirements for undergraduate students involved in Flagship programs need to be carefully examined and, if necessary, restructured 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 instructional interventions that support advanced language programming. In addition, we strongly encourage all potential applicants to review curricula and approaches at each of the current Flagship Programs (links can be found at www.thelanguageflagship.org). We encourage applicants to thoroughly research and incorporate Flagship curricular approaches that are applicable into their proposal.

A successful proposal will describe a comprehensive undergraduate curricular model and plan, as well as portray a curricular design based on established best practices to ensure that there are pathways for students from all majors and initial proficiency levels to reach professional proficiency by graduation. Successful applicants will describe in detail the following:

- **Transforming Language Curriculum:** The majority of undergraduate students begin their language study at a novice level in year one. A major component of The Language Flagship is integrating Flagship practices in years one and two and transforming the beginning and intermediate curriculum to include, for example, more contact hours, proficiency driven learning, integration of culture throughout and tutoring. The successful applicant must describe how Flagship practices will be integrated at all levels of the program and should discuss how they will transform their first and second year of language instruction to meet Flagship standards to ensure that students receive the foundational training required to reach advanced proficiency prior to applying to the "Capstone" year (see Undergraduate Overseas Study Requirements), including how the program integrates dialect(s) in the curriculum and program.

- 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:
 - Directed individualized tutoring;
 - Participatory group work and language practice sessions;
 - Modularized curriculum, where learners can take the configurations of sub-course units appropriate to students' 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; and
 - 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, 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, a successful program will prepare students to be able to use their language skills in their chosen discipline. The successful applicant will describe how the program will incorporate the following in its curriculum:
 - Collaboration across academic disciplines and programs in designing a curriculum that allows students to integrate their disciplinary work in the language classroom;
 - Experiential learning opportunities, including disciplinary modules and/or courses in the target language; and
 - A clear strategy for training faculty in disciplines outside foreign language departments in course work development, mentoring and teaching content in the language.

- Incorporation of second language teaching and learning research and field-tested best practices: The successful applicant will describe program development based on solid 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.

- 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 diagnostic assessment system that aids in student placement and tailors tutoring and group work to the strengths and weaknesses of the individual learner.

- Integrated assessment planning: Demonstrating student progress through the domestic program requires effective strategies for measuring student performance and proficiency development. Successful applicants will propose a comprehensive and rigorous program for domestic student proficiency assessment, including anticipated assessment and rubric use, as well as proposed timing

for these assessments. All testing for Flagship overseas summer and academic year study in Meknes, Morocco is coordinated by the Arabic Flagship Directors Group.

- Articulation with the existing Overseas Flagship Program: All Flagship students must apply to the Arabic Overseas Flagship (“Capstone”) Program. Applications to the Arabic Overseas Program are reviewed by the Arabic Flagship Directors. Students must, at minimum, have attained an ILR2/ACTFL Advanced language proficiency in speaking and in at least one other modality, and no lower than ILR 1+/ACTFL Intermediate High in the other modalities to qualify for the Overseas Capstone Program. Once admitted to the Arabic Overseas Capstone Program, students will direct enroll in coursework in their disciplines and engage in work-related experiences. Successful applicants will describe how their undergraduate programs will prepare students for overseas study and the experiential component at the Arabic Capstone Program in Meknes, Morocco. Applicants are strongly encouraged to contact the administrator of the Arabic Overseas Flagship Program to better incorporate program details into their plans.
- Incorporation of systemic evaluation into curricular design and the program: Given the high standards for success and continued funding for individual projects, evaluation of both student progress and overall 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).

UNDERGRADUATE OVERSEAS STUDY REQUIREMENTS

As stated above, undergraduate Flagship students are required to participate for one year in the Arabic Overseas Flagship Program housed at AALIM in Meknes, Morocco. This yearlong program is typically referred to as a “Capstone” experience, and involves directed language instruction and direct enrollment in academic courses offered at Moulay Ismail University, alongside peers whose first language is Arabic, as well as internships or other service learning activities that provide students the opportunity to use the language in a professional environment.

The requirement that all qualifying Flagship students study in the overseas Capstone program for one year is fundamental to establishing a high standard for language and culture immersion. All Flagship Programs must 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 cannot be substituted for the yearlong overseas requirement.

In addition, to prepare Flagship students for the Capstone year at the Overseas Flagship Programs at AALIM, Domestic Arabic Flagship Programs must include the following in their domestic curricula:

- Opportunities for students to gain proficiency in Arabic media;
- Exposure to Arabic literature, history and politics;
- Training in Arabic related to the student’s major field, and

- Opportunities for students to learn about Middle Eastern and Arab culture.

The successful proposal will describe how the applicant intends to incorporate these factors into their curriculum and program to prepare students for their overseas Capstone year. Applicants should also describe how their Arabic language program integrates dialect(s) in the curriculum and program.

MAXIMUM EXPOSURE TO AND USE OF LANGUAGE

Gaining advanced language proficiency can only be accomplished by providing 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 achieve this goal by utilizing the following strategies:

- Senior faculty and staff involvement 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 online 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; and
- Summer and intersession intensive-immersive language learning opportunities.

UNDERGRADUATE FLAGSHIP STUDENT REQUIREMENTS

All Flagship Programs are required to provide data on students served by the program. Domestic Flagship Programs include two types of students: At-Large Students and Flagship Undergraduates. At-Large students are those who participate in Flagship level coursework, but have not committed to participate in or complete a Flagship Program. A Flagship Undergraduate is a student who has applied for and been granted formal admission to a Domestic Flagship Program. Flagship Undergraduate students agree to fulfill all of the following requirements:

1. Sign student contracts with the Domestic Flagship Program 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;
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 required yearlong Overseas Flagship Program at AALIM in Meknes, Morocco.

The Language Flagship provides limited financial student support to help defray some costs associated with extraordinary study activities such as summer intensive or overseas study. Flagship Undergraduate students, as defined above, are the only students eligible to receive Flagship student support funds.

Successful applicants will be required to report annually on the total number of At-Large students by instructional level, and also provide comprehensive student proficiency and course data on all Flagship Undergraduate students. Proposals should address how personnel will be assigned or allocated to meet these data collection and data management requirements.

Domestic Flagship Program success is measured by the quantity of Flagship Undergraduates in and progressing through the program, and the quality, as measured by post-program language proficiency assessments, of those Flagship Undergraduates at graduation.

INSTITUTIONAL COMMITMENT

The Language Flagship is committed to continuing its investment in advancing language learning in the U.S. for the long term and, accordingly, requires evidence of significant institutional commitment to support and sustain institutional Flagship efforts. The Language Flagship only commits to long-term funding for programs if the host institutions demonstrate a similar commitment to support the language education infrastructure required for institutionalization and sustainment of these efforts. Institutional support must be demonstrated by a clear commitment of financial support to core operations of the project. The Language Flagship seeks to invest in projects over multiple funding cycles provided that the institution demonstrates similar commitment and progress. The successful 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;
- Demonstrate that the institution is committed to long-term financial support of Flagship efforts that will ensure 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 and language levels from engaging 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 to provide physical space, facilities and technological support conducive for faculty and students to thrive in a first-rate language learning environment; and
- 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.

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:

- **Leadership, Management, and Flexibility:** A successful applicant will clearly describe the management and leadership of the proposed program. The proposal 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:** The Language Flagship expects Flagship institutions to set a target of qualifying 10-20 students per year for the Overseas Capstone Program. To achieve this goal, The Language Flagship requires institutions to engage in a wide range of recruitment activities. 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, and how they will work with the K-12 sector, particularly high schools in their states and across the nation, that have established language programs in the target language. 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 of 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. A successful applicant will also outline a plan for working with other departments and schools on campus to develop 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 Language Flagship.

FLAGSHIP STUDENT SUPPORT

The successful applicant must demonstrate how they will work with financial aid and other university offices to maximize institutional and student financial aid, including scholarships, to help support students who do not have the resources to participate in this program. Successful applicants will identify existing national funding sources (such as Boren Scholarships, FLAS, Gilman International Scholarships, etc.) as well as existing or potential new on-campus scholarships or other sources of funding. In addition, The Language Flagship has partnered with ROTC at a national level. If applicable, the successful applicant must demonstrate how they will engage with ROTC on their campus to recruit ROTC cadets into their Flagship Program as well as advise interested students on ROTC as a potential funding source for domestic study.

The Language Flagship will provide the successful applicant with limited financial support to help defray some costs of students' domestic or overseas summer intensive language study at NSEP-approved programs or for Capstone overseas study at an Arabic Overseas Flagship Program. The successful applicant will be asked to provide a well-designed student support plan in order to receive Flagship student support funding. Student support plans and funding requests are submitted separately to IIE on an annual basis; this funding is in addition to the institutional award amounts projected in this solicitation. No student support funding should be included in the proposal budget.

SECTION 3: MERIT REVIEW PROCESS AND EVALUATION CRITERIA

MERIT REVIEW PROCESS

Proposals will be evaluated by a merit-review panel organized by the Institute of International Education (IIE). The panel, which may include outside evaluators from academia, the private or federal sectors, or other individuals knowledgeable in the field, will rank proposals and make recommendations. Final funding decisions will be made by the National Security Education Program (NSEP), Defense Language and National Security Education Office (DLNSEO) in consultation with IIE, and will be based on the review panel recommendations, funding availability, and program priorities. Final award funding levels may be lower than those proposed.

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

EVALUATION CRITERIA

I. Undergraduate Flagship curricular design: 25 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. This must include plans for assessing student language proficiency development. 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 Flagship Programs and how it articulates with the Arabic Overseas Flagship Program.

- Does the proposal clearly describe an effective curricular design for high proficiency language learning at the novice through advanced levels? Does it describe the use of state-of-the-art methods and approaches, blended language learning, content based language learning, proficiency-directed assessment practices and advances in curricular design? Does it include plans for assessing student language proficiency development?
- Does the proposal clearly demonstrate incorporation of second language acquisition research, theory and practice in the development of the proposed Flagship Program?
- Does the proposal describe a clear plan to articulate with the Arabic Overseas Flagship Program in Morocco? Does the proposal describe how it will prepare students for the overseas Capstone year?

II. Maximum exposure to and use of language: 10 points

Proposals will be evaluated on the degree to which they incorporate intensive study, experiential and community learning, computer-aided learning, and language learning for professional, business and other disciplines to provide comprehensive language learning and practice environment.

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

III. Quality of leadership, proposed administrative structure and staffing: 20 points

Proposals will be evaluated on the degree to which they demonstrate 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 cutting edge language programs?
- Do the administrative structures of the proposed Flagship Program provide clear reporting arrangements to senior campus administration?

IV. Institutional commitment: 20 points

Proposals will be evaluated on the degree to which the institution demonstrates support for proficiency-based language learning and teaching with real financial support. Institutional commitment can be evident in a number of ways. The successful applicant(s) 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. The successful applicant(s) 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?
- Does the proposal indicate how a Flagship Program fits into the long-term strategic planning of the institution?

V. Strength of recruiting and student enrollment plan: 10 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, as well as regional and national efforts. Plans should discuss recruitment of students who range from absolute beginners, to those who have studied the language previously, through heritage students. The plan should describe how guidance will be provided to each student type on how they would be able to attain ILR 3/ACTFL Superior level proficiency by the time they complete the Flagship Program.

- Does the proposal concretely identify on-campus and other populations from which participants could be recruited? The proposal should include the number of existing and potential students, and the disciplines/majors and proficiency levels of current students.
- Does the proposal provide a clear plan for on-campus and off-campus recruiting of diverse student cohorts, with sufficient resources allotted to recruiting, as well as defined measures of recruiting success?

VI. Strength of linkages and collaborations with other disciplines:

10 points

Successful proposals will demonstrate substantive involvement of content and faculty 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 proposed Flagship Program?

VII. Budget:

5 points

- Request must be adequate and reasonable to successfully meet project objectives.
- Budget narrative must be clear and comprehensive.

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, and the OMB Circulars below apply specifically to educational institutions"
- c) OMB A-21, "Cost Principles for Educational Institutions" or OMB A-122, "Cost Principles for Non-Profit Organizations", as applicable
- d) OMB A-110, "Uniform Administrative Requirements for Grants and Agreements With Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations"
- e) OMB A-133, "Audits of States, Local Governments, and Non-Profit Organizations"

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

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

1. Title page
2. Abstract of no more than 250 words
3. Proposal narrative of no more than twenty-five (25) pages that contains the following:
 - a) A plan that clearly describes the development of an Undergraduate Domestic Flagship Program that emphasizes the foci described in the solicitation guidelines.
 - b) A description of the proposed outcomes of the proposed Flagship Program over the funding period.
4. A timeline for program development which indicates the faculty and/or staff members responsible for each task.
5. A list of key individuals directly involved in the development and management of the proposed Flagship Program, including key partners across the institution. Include complete contact information: mail and email addresses, and telephone and fax numbers.
6. An appendix with short curricula vitae of no more than *three* pages for each lead individual involved in the proposed Flagship Program and “mini-bios” for other key individuals.
7. Support letters from appropriate senior university leadership (i.e., president, provost, vice president of academic affairs, deans, department chair) indicating institutional support, fit with mission, and willingness to institutionalize a Flagship Program.

BUDGET CONTENT

A complete budget should include:

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

Use the preliminary budget summary forms to present a complete budget overview, following the project timelines included at the end of Section 1. Please follow all directions on the budget sheets. Provide a separate, detailed, line-item budget for each year of the project (using the budget template found at <http://www.thelanguageflagship.org/content/funding>) and a separate narrative budget justification.

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

Budget Guidelines

1. Principal Investigator/Director - Funding may be requested to cover part of a director's time working on the proposed Flagship Program. However, applicants are strongly encouraged to provide institutional support for most, if not all, time to demonstrate commitment to the proposed program. These are important factors in award renewal decisions.
2. Flagship Program Coordinator – Funds should be budgeted for a Flagship Program Coordinator to help in the administration and management of the Flagship Program at the applicant's institution. While the duties of a Flagship Program Coordinator vary depending on institutional structure, this position is essential for the successful administration of a Flagship Program. A Flagship Program Coordinator's duties might include advising students, conducting recruitment, liaising with administrative offices on campus, updating The Language Flagship student database, and/or developing reports and budgets.
3. The Language Flagship Project Directors and Coordinators Meeting - Travel for two staff members to the meeting each May must be included in the budget.
4. Director's Meetings - Travel for the program director to attend two additional Flagship director's meetings each year at locations TBD, must be included in the budget.
5. Student Professional Development Funds – Up to \$3,000 per year out of a program's budget may be used toward Flagship Undergraduates' (as defined in Section 2) professional development. These funds are intended to support student opportunities, outside of the Flagship program and campus environment, that will enhance student language learning. Funds can be used for activities such as off campus internships, meeting fees and transportation, and workshops.
6. Promotional Materials – Funding may be used for Flagship related brochures, handouts, signs, banners and other printed materials. Funds may not be used for promotional items and memorabilia, including gifts and souvenirs (i.e. mugs, bags, tee-shirts, etc.)
7. Guest Speakers – Guest speakers can only be supported with Flagship funds if the speaker conducts a session in the target language. While funds can be used to support the domestic travel of guest speakers, The Language Flagship will not pay for the international travel of guest speakers. It is expected that Flagship Programs will pool resources with other campus offices and programs to bring guest speakers to campus.
8. Food and Beverages – Language Flagship funds cannot be used for snacks or beverages at regular instructional activities, including classes, tutoring, mandatory Flagship meetings or weekly conversation tables.
9. Honoraria or other types of payment cannot be provided to Flagship staff by another Flagship Program for consultation or evaluation work. Additionally, honoraria may not be provided to U.S. or foreign government officials. Reimbursements for travel, per diem and lodging can be provided.
10. Organized Events – Funds for group events and cultural activities may be included in the budget. However, all organized events must include appropriate, articulated pre- and post-event learning activities for Flagship students that are explicitly tied to the curriculum.

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 narrative must:

1. 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.)
2. Include a clear description of responsibilities for any budget requests for salary support or contracted time. Descriptions should be concise.
3. For each staff position, state whether it is fixed fee, hourly or salaried.
4. 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.).
5. Justify, in a detailed manner, any administrative positions included in the budget. Positions not justified in a detailed manner may not be supported.
6. If travel is included in the budget:
 - provide a note explaining the university's travel policy, particularly noting its hotel and per diem policy
 - include the destination city and state or country, the number of travelers and the estimated number of days for the trip, and provide a breakdown of costs for each trip
7. 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.
8. Explain how the major cost items relate to the proposed activities.
9. Provide a link to the university's Negotiated Indirect Cost Rate Agreement (NICRA). If this information is not available online, provide a copy of the relevant documents with the budget narrative.

APPLICATION FORMAT

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

1. Margins: 1" on all sides
2. Type face: 12 pt., Times New Roman
3. Spacing: double-spaced throughout
4. 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"

APPLICATION QUESTIONS

A webinar will be held to field questions regarding this solicitation on:

- Wednesday, October 1, 2014, 3:00 – 5:00 p.m. ET

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

Following the webinar, FAQs will be posted to <http://www.thelanguageflagship.org/content/funding>

Applicants are encouraged to participate in the scheduled webinar. Additionally, applicants may address questions, in writing, regarding:

- the application process or general questions about The Language Flagship to flagship@ie.org and/or
- the Arabic Overseas Flagship Program to Dr. Victor Frank at the American Councils for International Education at vmfrank@americancouncils.org.
- Additional information about The Language Flagship can be found at www.thelanguageflagship.org.

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. (EST), November 7, 2014**. 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.

SECTION 5: BUDGET FORMS

**PRELIMINARY BUDGET SUMMARY
THE LANGUAGE FLAGSHIP
DOMESTIC UNDERGRADUATE 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 using the budget template provided.
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PART I: THE LANGUAGE FLAGSHIP FUNDS

Budget Categories	Planning & Development (4/1/15 -5/31/15)	Project Year 1 (6/1/15-5/31/16)	Total
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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PRELIMINARY BUDGET SUMMARY
THE LANGUAGE FLAGSHIP
DOMESTIC UNDERGRADUATE 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 this information.**

PART II: NON-FEDERAL FUNDS

Budget Categories	Planning and Development (4/1/15-5/31/15)	Project Year 1 (6/1/15-5/31/16)	Total
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			