



THE LANGUAGE FLAGSHIP
Creating Global Professionals

Request for Proposal

The Language Flagship 2020-2021 Teacher Training Workshops

Application Guidelines

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PREFACE

The Institute of International Education (IIE) is pleased to provide application guidelines for the competition of the 2020 – 2021 Language Flagship Teacher Training Workshops. The Language Flagship is a major initiative of the National Security Education Program (NSEP), which is part of the Defense Language and National Security Education Office (DLNSEO). IIE considers it a distinct pleasure to serve as the administrative agent for this important effort.

NSEP was created by Congress in 1991 to increase the ability of Americans to communicate and compete globally by knowing languages and cultures of other countries. NSEP recognizes that the scope of national security has expanded to include not only the traditional concerns of protecting and promoting American well-being, but also the new challenges of a global society, including sustainable development, environmental degradation, global disease and hunger, population growth and migration, and economic competitiveness. The Language Flagship has already achieved national success in launching new and innovative programs of advanced instruction in Arabic, Chinese, Korean, Persian, Portuguese, Russian, and Turkish.

SECTION 1: OVERVIEW

Through this solicitation, the Institute of International Education (IIE), acting as the administrative agent of the National Security Education Program (NSEP) for The Language Flagship, seeks to make available professional development opportunities to the community of faculty, lecturers, instructors, language partners and other long-term staff that directly provide foreign language training or support to Flagship students. The primary audience for the teacher training workshops is the Flagship community and faculty and instructors participating in the ROTC Project Global Officer (Project GO) program and Language Training Centers program (LTC). Applicants may also propose projects that include participants from the Defense Language Institute Foreign Language Center (DLIFLC) or other federally funded language training programs.

The Language Flagship

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

Flagship Programs set high expectations for participating students of all majors and provide the opportunity for these students to reach professional levels of proficiency in the target languages. Regardless of their disciplines, students make language an integral part of their undergraduate academic pursuits. All Flagship Programs include rigorous language training and cultural immersion at Overseas Flagship Centers.

The objectives of The Language Flagship are to:

- Strengthen programs for undergraduate students of all majors and disciplines that teach Flagship target languages to the professional level (ILR 3) and beyond to improve the national pool of U.S. citizens who are proficient in critical languages;
- Provide students at all levels with opportunities and additional support for language learning leading to professional-level proficiency;
- Provide students at all levels with expertise in the culture of the regions where Flagship target languages are spoken with the goal of producing Flagship graduates who are not only language proficient but also culturally knowledgeable and aware;
- Integrate effective use of language learning technology into pedagogy and student learning tools;
- Articulate Domestic Flagship Program instruction with high-quality instruction in Overseas

Flagship Centers;

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

Eligibility

IIE seeks proposals from currently-funded Language Flagship programs and Flagship Language Initiatives to develop Flagship Teacher Training Workshops.

Funding

Institutional funding will be administered by IIE. Anticipated funding levels will range between \$75,000 to \$200,000. Award amounts will vary depending on the length and number of the proposed workshops, whether in-person or virtual, and the estimated number of participants. Funding is available for up to four awards.

Funding is contingent on the successful review and approval of an institution's response to this solicitation; the availability of funds; and the project viability based on conditions at the time of the final funding decision prior to the beginning of the grant period.

Project Timeline

Awards will begin on January 1, 2020 and end on December 31, 2021. Approved Flagship Teacher Training Workshops must take place within this time period. While online / virtual training can take place at any time within the grant year, it is expected that in-person teacher training will commence only after June 1, 2021.

SECTION 2: PROPOSAL GUIDELINES

General

The purpose of this solicitation is to award funding to currently-funded Language Flagship programs and Flagship Language Initiatives to develop and conduct Flagship Teacher Training Workshops.

The goal of these workshops is to provide professional development opportunities to the community of Language Flagship faculty, lecturers, instructors, language partners and other long-term staff that directly provide foreign language training or support to Flagship students. Workshop participants may also include members of the ROTC Project Global Officer (Project GO), Language Training Centers, Defense Language Institute Foreign Language Center (DLIFLC), and teachers participating in other federal language training programs.

Applicants are encouraged to propose workshops that integrate with or complement intensive summer language institutes or other summer teacher training programs. Wherever possible, Flagship encourages coordination with other federally-funded teacher training programs. This may include existing Language Resource Centers, StarTalk or other teacher training programs that also address or complement the Flagship topic areas listed below.

It is anticipated that potential workshop participants would be available for training periods no shorter than five days and no longer than two weeks. For in person training, funding for travel, room and board should be included but will be limited to participants directly affiliated with The Language Flagship. See Section 3: Budget Guidelines for more details.

For this competition, priority will be given to training focused on Arabic, Chinese, Russian and Online approaches to teaching. Other topics may be considered pending availability of funding. Proposed workshops must address the teacher training needs of multiple institutions.

Workshops may be proposed for single-language training or for Flagship approaches that cross many languages, as long as they foster participation from the Flagship and wider DLNSEO community.

Competitive proposals will demonstrate how the proposed workshops will enhance Flagship-focused skills for teachers in specific Flagship languages or Flagship-focused practices that are not language specific. Applicants must also provide a detailed explanation of how workshop training effectiveness will be assessed following training.

Workshop Topics

Workshops may be proposed on any teacher training and/or professional development topic. Applicants may propose multiple workshops or topics over the grant period. Proposals should focus on training that supports effective pedagogy for language learning at the novice through advanced (ILR 2) levels of proficiency and may include topics such as:

- Arabic language instruction (including topics on dialect instruction) for overseas immersion programs
- Arabic language instruction (including topics on dialect instruction) for virtual and U.S. based classroom instruction
- Chinese language instruction for domestic or virtual immersion environments
- Chinese language instruction for virtual and U.S. based classroom instruction
- Russian language instruction for virtual and U.S. based classroom instruction
- Online or virtual instruction for language maintenance programming
- Integrating technology into language instruction for specific purposes
- Creating a student centered, proficiency-based language class
- Integrating culture into preparation for overseas study
- Learner-centered classrooms
- Effective integration of authentic materials
- Curriculum planning
- In-program assessment
- Tutor preparation and use
- Improving specific modalities (speaking, reading, listening or writing)
- Language-specific topics (e.g. teaching tones, dialect, etc.)
- Instruction for proficiency goals
- Effective integration of instructional technology

IIE will also consider proposals geared toward the development of a colloquium for Flagship faculty, long-term instructors and program academic coordinators and staff that focuses on culture instruction and preparation for students engaging at advanced levels of language and who are preparing for extended overseas study. The colloquium should address on-campus cultural preparation, pre-overseas counseling and training in cultural sensitivity and self-awareness. Contact IIE with any questions regarding the appropriate scope for Flagship culture colloquium and instructional technology proposals to ensure coordination with current Flagship initiatives.

Applicants proposing topics on instructional technology should provide evidence of coordination or consultation with the Language Flagship Technology Innovation Center at the University of Hawai‘i at Mānoa.

Proposal Structure

The proposal narrative should outline a clear implementation plan. The plan will include information on the workshop curriculum design, recruitment plans, institutional logistical arrangements and post-workshop assessment of training effectiveness. With regard to recruitment, the narrative should specifically indicate how the applicant will solicit and select workshop participants from The Language Flagship, Project GO and LTC teaching communities.

The proposal should describe the intended program length, the target teacher population, and topic areas to be addressed during the training. Applicants must address the major workshop goals, teaching objectives, and expected outcomes. Additionally, applicants must provide a clear description of workshop methods and procedures and must explain how participants will

demonstrate or otherwise be assessed to determine the knowledge/skills they acquired during the workshop. Applicants must also state whether there will be opportunities for workshop participants to practice methods with language learners, such as those in a StarTalk or intensive summer language programs.

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

SECTION 3: BUDGET GUIDELINES

The following budget guidelines must be adhered to when developing program budgets. Best efforts should be made to include competitive costs and discounts, in order to best leverage federal dollars. While all costs that comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and adhere to the guidelines below will be considered, IIE and NSEP reserve the right to reduce, revise, or otherwise adjust proposal budgets in accordance with program needs and goals, and the availability of funds.

Applicants may request support for administrative and personnel costs to prepare online / virtual training or to conduct intensive, multi-day workshops. Applicants may also provide honoraria or consultant fees to other Flagship Directors or instructors who teach in the workshops. The costs of travel, lodging and meals for Flagship participants must be covered under this initiative.

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

SECTION 4: MERIT REVIEW PROCESS AND EVALUATION CRITERIA

Merit Review Process

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

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

Evaluation Criteria

The following evaluation criteria will be used to assess proposals.

1. Plan of Operation (70 Points)

Proposals will be evaluated based on the strength of:

- a. The comprehensive description of proposed teacher training objectives and workshop
- b. The complete narrative describing pre-workshop preparation, including recruitment and likely number of participants, and curriculum planning
- c. The clarity of the proposal for implementing teacher training
- d. The plan for post-workshop assessment of training effectiveness and outcomes

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

Proposals will be evaluated based on the strength of:

- a. The qualifications of the workshop personnel and teachers
- b. If applicable, a clear description of team collaboration
- c. The time commitment of team members to the workshop

3. Budget and Cost Effectiveness (10 Points)

- a. The budget must be adequate and reasonable to successfully meet workshop objectives
- b. The budget narrative must be clear and comprehensive

All costs must be allowable, allocable, and reasonable. Reviewers will consider whether the budget has the ability to support the proposed workshop in an efficient and effective way while demonstrating a reasonable and appropriate allocation of funding.

Minimum Standards

The applicant must meet the minimum standards for receiving federal funds, as defined in 32 CFR 22.415, which state that to be qualified, a potential recipient must:

- a. Have the management capability and adequate financial and technical resources, given those that would be made available through the grant or cooperative agreement, to execute the program of activities envisioned under the grant or cooperative agreement.
- b. Have a satisfactory record of executing such programs or activities (if a prior recipient of an award).
- c. Have a satisfactory record of integrity and business ethics.
- d. Be otherwise qualified and eligible to receive a grant or cooperative agreement under applicable laws and regulations (see § 22.420(c)).

The applicant must agree to abide by all federal rules and regulations regarding performance and financial management, including, but not limited to:

1. The International Air Transportation Fair Competitive Practices Act (Fly America Act) of 1974 (49 U.S.C. 40118) and the interpretative guidelines issued by the Comptroller General of the United States in the March 31, 1981, amendment to Comptroller General Decision B138942
2. DoDGARs Part 32, “Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations”
3. 2 CFR 200, “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards”

The Institute of International Education and The Language Flagship are committed to the principle of diversity. No applicant will be discriminated against on the basis of race, religion, gender, sexual preference, or national origin.

SECTION 5: APPLICATION PROCEDURES

Proposal Content

Information outlined in the previous sections provides guidance regarding required components of proposals being submitted to IIE. Proposals that fail to include the required sections may not be accepted or reviewed. Additional materials and appendices outside of those listed below will not be reviewed as part of a submitted proposal.

A successful proposal must include the following:

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

Budget Content

A complete budget should include:

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

Provide a separate, detailed, line-item budget (using the budget template provided) and a separate narrative budget justification. By entering data into the itemized budget, the sheet entitled "Summary Budget" will auto-populate. Please ensure that each line item is thoroughly justified in the budget narrative. The budget narrative should include a breakdown of the expenses, if not specified in the detailed budgets, and a description of how the expenses benefit the project.

The budget narrative must:

- a. Include a separate note for each line item in the budget. Budget notes must follow the order of the line items in the budget. (The only cost category not requiring individual line notes is fringe. In the case of fringe benefits, a summary description can be used. Additionally, a link

- to the university's fringe benefits rates and policies should be provided. If this information is not available online, provide a copy of the relevant documents with the budget narrative.)
- b. Include a clear description of responsibilities for any budget requests for salary support or contracted time. Descriptions should be concise.
 - c. For each staff position, state whether it is fixed fee, hourly or salaried.
 - d. If faculty are included in the budget, for non-classroom activities, the budget narrative must describe how this work will be covered (e.g., course buyouts, summer salary, etc.).
 - e. Justify, in a detailed manner, any administrative positions included in the budgets. Positions not justified in a detailed manner may not be supported.
 - f. If travel is included in the budget:
 - i. Provide a note explaining the university's travel policy, particularly noting its hotel and per diem policy.
 - ii. Include the destination city and state or country, the number of travelers and who will be travelling, the estimated number of days for the trip and provide a breakdown of costs for each trip.
 - g. Explain the basis for estimating the costs of professional personnel salaries and wages, including annual salary or hourly wage rate and percentage of staff time; employee benefits per person, including rates and percentage of staff time; employee travel per person/per trip; consultants and subcontracts, including non-employee travel; materials and supplies; other costs, including printing, telephone expenses and equipment rental; and indirect costs.
 - h. Explain how the major cost items relate to the proposed activities.
 - i. Provide a link to the university's Negotiated Indirect Cost Rate Agreement (NICRA). If this information is not available online, provide a copy of the relevant documents with the budget narratives.

Application Format

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

- 1. Margins: 1" on all sides
- 2. Type face: 12 pt., Times New Roman
- 3. Spacing: double-spaced throughout
- 4. Pages numbered consecutively, starting with title pages, and in the order specified in "Proposal Content"
- 5. No use of first-person pronouns

Application Questions

Applicants may submit questions to flagship@iie.org. As necessary, telephone calls may be scheduled to answer more complex questions. Questions answered by e-mail and phone will be included in the Questions and Answers document referenced below.

E-mailed questions must be received no later than the date listed on the cover page of this document. Should there be a need, a Questions and Answers document related to this solicitation will be sent to eligible applicants on or before October 27, 2020.

Transmission Instructions

The completed proposal, including the budget, all appendices and attachments must be submitted as a single PDF file to flagship@iie.org. Applicants should use Optical Character Recognition functionality to ensure readability of the entire PDF document. The total file size of the submitted proposal must be no larger than 10 MB.

The **DEADLINE FOR RECEIPT** is listed on the cover page of this document. The burden of timely delivery is the applicants. Proposals received after the deadline will be disqualified.