



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Request for Proposals

2020-2024 PERSIAN DOMESTIC UNDERGRADUATE FLAGSHIP PROGRAM

Application Guidelines

**DEADLINE FOR RECEIPT OF PROPOSALS:
October 15, 2019**

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PREFACE

The Institute of International Education (IIE) is pleased to provide application guidelines to develop a Domestic Undergraduate Flagship Program in Persian. 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. We hope to identify and invest in the development of a U.S. campus-based Undergraduate Domestic Persian Flagship Program.

More information about the Flagship program and the current Persian Domestic Flagship program can be found at www.thelanguageflagship.org.

SECTION 1: OVERVIEW

The Institute of International Education (IIE), acting as the administrative agent of the National Security Education Program (NSEP) for The Language Flagship, seeks proposals from U.S. Institutions of Higher Education (IHEs) to develop and implement an Undergraduate Domestic Flagship Program in Persian.

This solicitation is open to U.S. IHEs with strong existing Persian language programs and demonstrated experience delivering high-quality undergraduate 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 or Interagency Language Roundtable Level 3 (ILR 3) proficiency in Arabic, Chinese, Korean, Persian, Portuguese, and Russian. The Regional Flagship Languages Initiative is a related program designed to increase the number of Boren Scholars and Fellows reaching advanced (ILR 2) proficiency or higher in French (with elementary Wolof), Hindi, Indonesian, 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 or, for Persian language, in the intensive Stateside Capstone Program

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 Flagship Capstone Programs;

- Achieve Flagship undergraduate student enrollment, retention and completion rates that maximize the number of students completing the entire program with Flagship Certification;
- Increase the number of Flagship graduates with federal service commitments through participation in ROTC Flagship Scholarship opportunities;
- 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.

Domestic Undergraduate Flagship Program

The goal of an undergraduate Flagship Program is to increase the number of U.S. students of all majors reaching professional-level proficiency (ILR 3) in speaking, reading, writing and listening by the time they complete their bachelor’s degrees. Applicants must describe in detail how a proposed Flagship Program would attract and recruit students both locally and nationally and from a variety of majors and disciplines. New awards are for the Domestic Undergraduate Persian Flagship Program for the 2020-2024 grant cycle.

Proposals must demonstrate a clear curricular program and learning pathways for multiple student types, from novice to superior learners. The proposal must also make evident a plan that will enable students to graduate within a four- or five-year period with ILR 3 proficiency.

The undergraduate curriculum for all Flagship Programs includes a one-year Capstone experience. For Persian, this is the Persian Flagship Stateside Immersion Capstone Program. The requirement that all qualifying Undergraduate Flagship Students commit to study in the Capstone Program for one year is fundamental to Flagship’s high standard for language and culture immersion. Flagship Programs must develop the appropriate administrative structures and curricular approaches to ensure that all students are prepared to learn and work in their subject areas in an overseas academic environment.

Undergraduate Flagship Student Requirements

All Flagship Programs are required to maintain data on students served by the Flagship Program. 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 may not have committed to participate in or complete a full 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 must register in the Flagship administered Student Certification System (SCS) to be eligible to receive Flagship student support funds. Domestic Flagship programs then have the responsibility of tracking the progress of student participation in Flagship coursework and proficiency development.

Funding for Domestic Undergraduate Flagship Programs

Institutional funding is administered by IIE, who anticipates making one cost-reimbursable award up to \$550,000 per Project Year.

IIE will provide financial support in one-year increments contingent upon satisfactory program performance, the review and approval of annual budgets, and the availability of funds.

IIE anticipates funding one (1) grant for the Persian Flagship competition depending on availability of funding and the quality of submissions.

Project Timelines

IIE anticipates making awards over a total of 48 months, with 12-month project years. The award will begin on June 1, 2020. Applicants will address important outcomes and provide timetables in their proposals for the following periods:

Project Year 1: June 1, 2020 – May 31, 2021

Project Year 2: June 1, 2021 – May 31, 2022

Project Year 3: June 1, 2022 – May 31, 2023

Project Year 4: June 1, 2023 – May 31, 2024

Funding levels will vary depending on program performance, funding availability, and priorities identified by NSEP. NSEP expects each Flagship Program to develop a plan of long-term sustainment strategies that include institutional support, as well as other sources including U.S. government, foundations, and private sector organizations.

Flagship Performance Measures and Outcomes

IIE will monitor program performance throughout the award cycle through the review of programmatic and financial reports, statistical analyses, and through site visits and informal and formal peer reviews. Performance measures and outcomes for all Flagship Programs include:

Quantitative Measures

- Total Flagship student enrollments
- Flagship student retention rates
- Number of Flagship students qualifying to participate in the Flagship Capstone
- Number of Flagship students reaching or exceeding language proficiency goals
- Number of Flagship students supported for summer study who ultimately qualify for and participate in the Flagship Capstone

- Number of Flagship students committing to government service (ROTC)

Qualitative Outcomes

- Incorporation of effective pedagogy and strength of the curriculum
- Incorporation of effective co-curricular practices
- Overall Pre-Capstone preparation
- Effective integration of language learning technology
- Outreach across disciplines
- Effective advising and clear pathways for students of all majors and backgrounds
- Effective recruitment and outreach to K-12 and community colleges
- Effective leadership and administrative structure
- Fulfillment of institutional commitments
- Successful peer review

All applicants must consider these Flagship performance measures and outcomes as they develop their program plans.

SECTION 2: PROGRAM GUIDELINES

The purpose of this solicitation is to award funding for a Domestic Undergraduate Flagship Program in Persian. Successful applicants will fully address the selection criteria described in these guidelines. Part A focuses on criteria for the ILR 0 - 2 (“domestic”) component of the Persian Flagship Program; Part B focuses on criteria for the Persian Flagship Stateside Immersion Capstone Program.

Program proposals must focus on providing undergraduate advanced language instruction for students from all majors that results 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 their major.

Applicants must demonstrate prior experience delivering high-quality undergraduate language programs at their institution and must detail their proposed enhancements to the existing programs that will increase their ability to produce graduates with professional level language. Applicants must indicate how they will adjust their language curriculum, teaching practices and programs to meet the stated Flagship goals.

The focus of The Language Flagship is on undergraduate program development and expansion, enhancements to or expenditures for graduate programs will not be considered.

Applicants will be evaluated on their:

1. Quality of the proposed leadership and administrative structure and staffing;
2. Institutional commitment to long-term program success and sustainment, including efforts to institutionalize the Flagship model into core institutional planning and practice;
3. Undergraduate curriculum design that demonstrates student-centered, outcomes-based and proficiency focused instruction across all four modalities;
4. Preparation of students for and participation in the Stateside Immersion Program;
5. Student opportunities for use of and exposure to the Flagship target language;
6. Incorporation of Flagship best practices in pedagogy into effective practice;
7. Professional development opportunities for teachers and staff, and promotion of learning environments based on student-centered learning leading to measurable proficiency results;
8. Strength of linkages and collaboration with other disciplines;
9. Plans to maximize successful program results as defined by The Language Flagship; and
10. Program cost-effectiveness as demonstrated in the submitted budget and budget narrative.

PART A: “DOMESTIC” PERSIAN FLAGSHIP PROGRAM (ILR 0 - 2)

Leadership and Administrative Structure

Committed administration and senior faculty leadership, as well as clear and effective reporting lines are essential to the success of Flagship Programs. Reporting structures should be described at a minimum to the level of the dean. The reporting lines should demonstrate support for program integration and oversight at higher administrative levels. A successful applicant will:

- Assign a senior, tenured faculty member, preferably in the field of the target language, to serve as Flagship Director, or present a plan for how opportunities would be provided for the proposed Flagship Director to transition to a tenured faculty position.
- Describe how Flagship faculty would be supported by the institution and how the institution would develop faculty for future leadership to support continuity of operations.
- Position the proposed Flagship Program within an appropriate school or academic department and describe its support of management and leadership, its staffing, and its campus “chain of command.” Explain responsibilities and coordination of responsibilities if the chain of command runs through multiple reporting lines, or if the proposed Flagship Program resides outside the usual academic structure for language instruction. If the latter is the case, reference any plans to further integrate the proposed Flagship Program into the institution’s core academic structure.

Institutional Commitment

The Language Flagship investment in advancing language learning in the U.S. requires significant institutional commitment to support and sustain institutional Flagship efforts. Institutional support must be demonstrated by a clear commitment to the Flagship Program and by financial support to core operations. The successful applicant will:

- Describe how the proposed Flagship Program would be supported by the institution’s administration and fits into its long-term mission. How will The Language Flagship transform the institution in terms of cross-disciplinary international education and in terms of language and culture educational practices?
- Demonstrate that the institution is committed to long-term financial support of proposed Flagship efforts. Institutions must provide assurances that the proposed Flagship Program will be sustained over time. Evidence of significant institutional contribution can be in the form of new faculty lines, integrating lecturer and instructional staff lines into the core institutional budget, offering release time for faculty and senior administrators, supporting dedicated student scholarships, budgetary support, travel costs, and so forth. (Note: The Language Flagship does not require formal cost sharing or federal matching contributions).
- Identify additional current or potential external funding sources for student scholarships or other program costs. Applicants must describe how they will work with their 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 the Flagship Program, especially for summer and Capstone study. In addition, applicants should identify existing national funding sources as well as existing or potential new on-campus scholarships or other sources of funding that would be open to Flagship students.

- Discuss plans to provide physical space, facilities, and technological support conducive to faculty and students thriving in a first-rate language-learning environment.

Undergraduate Flagship Curricular Design and Preparation for the Capstone Program

A successful proposal will describe a comprehensive undergraduate curricular model and plan, from first year through graduation, as well as portray a curricular design reflecting established Flagship practices to demonstrate mechanisms for students from all majors and proficiency levels to reach professional proficiency by graduation. The successful applicant will address the following:

Language curriculum: Describe the enhanced language curriculum including how Flagship standard practices such as additional contact hours, proficiency-driven learning, one-on-one tutoring, group language practice, and extra interventions will be integrated at all levels of the proposed Program, including first and second year. Also describe how the proposed Program's language curriculum accommodates students who enter with various proficiency levels and backgrounds (non-heritage, heritage, K-12 immersion) and ensures that all students, regardless of proficiency level or background, have the necessary learning opportunities and resources to achieve an ILR 2 in speaking, reading, and listening prior to the Capstone year. Provide charts that illustrate a variety of student pathways (e.g. including ILR 0-2, heritage learners, accelerated completion programs, STEM students, ROTC, etc.).

Charts should show anticipated language course loads and expected proficiency outcomes per year. Describe diagnostic assessment instruments and practices planned for student placement and monitoring of student progress. Also, provide any assessment outcomes that have already been documented to support use of the language curriculum being proposed.

Individualized language learning: Flagship students will vary in background, strengths and weaknesses, rates of progress and disciplinary interests. Describe how teaching and learning will be adapted to the needs of each student, including absolute beginners, heritage students, transfer students and other students able to demonstrate language proficiency when entering the proposed Program. Flagship customization entails:

- Directed individualized tutoring or language partnering;
- Participatory group work and language practice sessions;
- Summer and intersession intensive coursework;
- Ongoing process of low- and high-stakes assessment coupled with feedback for students and

instructors; and

- Access to a comprehensive learning environment, which will include classroom language instruction, co-curricular learning activities, language use opportunities as well as computer assisted language development tools.

Content-based instruction and domain-specific language learning: Given that each cohort of undergraduate Flagship students will have a range of academic majors, a successful Program will prepare students to be able to use their language skills in a range of disciplines through the incorporation of content- and domain-based language learning opportunities. The successful applicant will describe how the proposed Program plans to incorporate the following Flagship practices in its curriculum:

- Content-based instruction, which may include integrated content and foreign language (ICFL) (including sheltered content courses), foreign language medium instruction (FLMI), foreign language across the curriculum (FLAC), individualized language instruction (ILI) or hybrid approaches;
- Domain-specific language learning providing students with the vocabulary and language skills to handle issues in a specific academic or professional field, which may include language for special purposes (LSP) courses, content-based instruction in the specific domain, work with language partners or tutors specializing in the domain, or experiential learning;
- 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; and
- A clear strategy for training faculty in disciplines outside foreign language departments in the development of course work, mentoring students and teaching content in the language.

Culture: Flagship students must have specific cultural knowledge of the peoples, countries and regions in which their target language is spoken and be able to operate successfully in a wide variety of professional and social situations. Describe how cultural instruction and exposure to culture will be integrated into the curriculum design. Also, discuss how the proposed Program would prepare students to engage in self-reflection and self-learning of culture through cultural encounters.

Technology: Describe how the proposed Program plans to use instructional technology to facilitate the student learning process. Integrating technology into the learning process includes using technology in teaching and providing students learning tools that foster language development outside of the classroom.

Diagnostic assessment: Students enter the Flagship Programs with a diversity of language skills, competencies, language learning backgrounds and disciplinary interests. Explain how a diagnostic assessment system would be implemented that would aid in student placement and would tailor

tutoring and group work to the strengths and weaknesses of the individual learner.

Integrated assessment planning: Flagship requires and conducts pre- and post- Capstone assessments. Demonstrating student progress in a domestic Flagship Program requires effective strategies for measuring student achievement and proficiency development from initial student placement through participation in Capstone. Describe the plan for domestic student proficiency assessment, including the selection of assessments and the assessment rubrics being used, as well as the timing of these assessments.

Articulation with the Persian Flagship Stateside Program: All Flagship undergraduates are expected to participate in the Stateside Capstone. Acceptance to the Capstone is determined by standards set by Flagship Directors and includes a minimum of ILR 2 in speaking and one other modality, and no lower than ILR 1+ in any modality. Applicants will describe how the proposed Flagship Program will prepare students for the academic and internship components of the Capstone Program, and how the following essential components will be integrated into the proposed domestic curriculum:

- Key literature, history, politics, and media courses;
- Development of academic and professional literacy skills;
- Domain training; and
- Development of cultural knowledge through coursework, self-reflection and self-learning.

Monitoring and systemic evaluation: Evaluation plans for both student progress and overall program performance must be incorporated into the program and curricular design. Describe how systemic monitoring and evaluation would be accomplished and how it would inform improvements to the proposed Program.

Maximum Exposure To and Use of Language

Advanced language proficiency can be achieved by providing students with: 1) well-trained language instructors and professors, 2) well-designed curricular materials, 3) sustained exposure to authentic language, and 4) opportunities to use the language in real-life situations. The successful applicant will demonstrate 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. Describe how the proposed Flagship Program would achieve this 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/or language partners;
- Creative training and use of target language speakers, including on-campus faculty and students;
- Blended learning that incorporates 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; and
- Summer and intersession intensive-immersive language learning opportunities.

Best Practices in Language Pedagogy

Flagship pedagogical best practices must offer effective pedagogy, curriculum, and student experiences that lead to success in advanced language learning. The successful applicant will describe:

- How SLA (second language acquisition) best practices would be incorporated into the proposed Flagship Program;
- How the proposed Program would incorporate student-centered, outcomes-based and proficiency-oriented language learning across all modalities; and
- Plans to incorporate innovative pedagogy into professional development opportunities for faculty and instructional staff.

Professional Development and Proficiency-Based Teaching

A goal of The Language Flagship is transforming language education in the U.S. by building language education models that focus on proficiency-based teaching and learning. The successful applicant may need to re-engineer their existing language program to develop a proficiency-based model and train faculty and staff accordingly. The Language Flagship also continues to emphasize the importance of creating a teaching and learning environment driven by proficiency results. A successful applicant will describe plans to provide professional development opportunities to faculty on proficiency-based teaching. The successful applicant will also describe plans to develop faculty and staff professional and leadership skills for long-term program sustainability.

Linkages and Collaboration with Other Disciplines

The long-term success of any Flagship Program depends on how well it collaborates with academic departments and programs that represent undergraduate disciplines across the spectrum. A successful Program proposal will demonstrate engagement with fields and disciplines beyond languages and literature in training students to professional proficiency levels. Applicants should describe:

- How the institution supports a cross-disciplinary approach to the implementation of the proposed Flagship curriculum;
- How the institution reexamines or changes any institutional regulations or requirements that create barriers to students of various majors and language levels from engaging in effective language education, including smaller class size additional study time if necessary, or recognition of credit for overseas study, if appropriate;
- Relationships with ROTC units, either on campus or affiliated with the institution, for Flagship student recruitment and development of pathways for these students; and
- How the proposed Program would provide regular academic advising to students from different departments and schools across campus.

Maximizing Program Results

Quantitative measures of a successful Flagship program include meeting proficiency and student enrollment targets. Domestic Flagship programs are expected to design curricula that enable students to achieve Capstone entry requirements (a minimum of ILR 2 in speaking and one other modality, and no lower than ILR 1+ in any modality).

In addition, The Language Flagship expects applicants to demonstrate robust existing language enrollments. Applicants are expected to set long-term target enrollment levels of 80 or above (20 new students annually) in the Domestic Program and to qualify 10-20 students per year for the Capstone Program.

Applicants should use current available data on their language program to describe how they will meet the enrollment and proficiency targets of The Language Flagship.

In order to meet these target enrollment levels, applicant institutions must engage in a wide range of recruitment activities. Applicants must describe:

- A full range of creative outreach and recruitment efforts that would successfully attract undergraduate students, with proficiency levels in the target language ranging from beginner to advanced, into the proposed Flagship Program;
- How they would recruit nationally and locally, and how they would work with the K-12 sector, particularly high schools in their states and across the nation, as well as how they would attract alumni from StarTalk (<https://startalk.umd.edu/public/>), NSLI-Y (<http://www.nsliforyouth.org>), and other established language programs in the target language;
- Clear plans to collaborate with academic advisors across disciplines to strengthen on-campus recruitment;
- Target enrollment numbers per annual cohort and how they would work with the university

admissions office and other units to recruit into the proposed Program;

- A plan to track the results of outreach and recruitment efforts over time in order to improve the effectiveness of future efforts; and
- Strategies to help students remain in and successfully complete all components of the proposed Program.

PART B: PERSIAN FLAGSHIP STATESIDE IMMERSION PROGRAM ("CAPSTONE")

In addition to addressing the criteria outlined in these guidelines for components of the ILR 0 - 2 Persian Flagship Program, applicants must also address the criteria below for development and implementation of the Persian Stateside Capstone Program. The Stateside Capstone Program must create an immersion environment that complements the existing Persian Flagship Program and must be designed to augment student language proficiency to the professional level (ILR 3). The Stateside Capstone experience must provide Persian Flagship students with opportunities to engage with and experience culture, and use language in authentic and challenging ways, including high-level directed language study, content courses/domain instruction, and internships or exposure to other professional experiences.

Stateside Capstone Program Design

The Language Flagship requires a broad range of activities and student interventions. The proposal must discuss and demonstrate the proposed Persian Flagship Capstone's program design for a stateside immersion program that serves in lieu of the Overseas Capstone year. This includes instructional enhancements and advanced language programming that will enable students with demonstrated ILR 2 oral proficiency to attain ILR 3 oral proficiency and corresponding gains in other modalities.

The proposal will clearly describe the proposed Stateside Capstone program model which includes planned interventions, materials development, and discussion/feedback mechanisms for informing curricular adjustments. The program design should reflect established Flagship best practices applicable to a Stateside Capstone experience and show planning that offers directed instruction and interventions that will help ensure students reach professional proficiency before they graduate.

The proposal must discuss in detail the following areas:

Curriculum: Describe the pedagogical and instructional methodologies to be implemented in the Stateside Capstone Program and the incorporation of successful best practices from other Flagship or non-Flagship programs. Also address the process of customization of the language curriculum to help individual learners work on weaknesses in one or more modalities, as well as instructional enhancements to the language instruction, including the curricular and co-curricular interventions that impact the student's language acquisition.

Content courses/domain instruction: Discuss how the Program will provide students with content and domain instruction in the target language.

Culture: Flagship students must have specific cultural knowledge of the peoples, countries and regions in which the target language is spoken and must be able to operate successfully in a wide variety of professional and social situations. Describe how cultural instruction and exposure to culture is integrated into the curriculum design, as well as how the Program prepares students to engage in self-reflection and self-learning of culture through cultural encounters.

Technology: Describe how the Program will use instructional technology to facilitate the student learning process. Integrating technology into the learning process includes using technology in teaching and providing students learning tools that facilitate and foster language development.

Diagnostic assessment: Given that students will enter the Capstone Program with diversity in language learning backgrounds and disciplinary interests, explain how diagnostic assessment will be used to aid students in successfully completing the Capstone Program.

Teaching capacity: Proposals must demonstrate adequate teaching staff and capacity for delivering the curriculum described and any additional support required for the projected number of students. Proposals must describe a plan for faculty and staff development to meet the needs of an intensive stateside immersion program (including plans to support the efforts of Persian speaking faculty from other departments and disciplines) and any plans to invite visiting faculty. Also proposals must include contingency provisions in the event of personnel changes or other scheduling challenges.

Physical space and capacity: Proposals must demonstrate that there is suitable space to facilitate a productive learning environment for this activity and for the projected number of students. Proposals must describe what classroom, advising, technological and/or learning spaces (computer labs, libraries, lounges, etc.) will be made available, and describe the potential to increase or reorganize space, if necessary, as the projected number of participating students increases.

Advising: Explain how students will be advised regarding their language acquisition progress during the course of the Capstone Program.

Internships and other experiential activities: Proposals must describe the criteria and process for identifying and securing appropriate internships or other experiential activities to place Flagship students in meaningful, and linguistically and culturally appropriate professional environments, as well as address how students' majors/domains will be taken into consideration. Proposals must address how internships will be monitored, including regularly scheduled feedback from internship supervisors and students. Please also describe how the Program plans to increase the number and types of internship opportunities available as the number of participating students increases.

Living environment: Proposals must discuss how the Program will create and provide opportunities for students to participate in immersive living environments where they can use

language in authentic situations. Proposals must describe how the Program will monitor the living environment to ensure maximum exposure to and use of the language, as well as the safety and health of the Flagship students.

Monitoring and evaluation: Given that Flagship requires a high standard of success for continued funding, proposals must include clear evaluation plans for program performance, including student learning outcomes and the effectiveness and quality of language instruction, content/domain courses, internships, and residential life components. Include descriptions of how the results of evaluation will inform programmatic and operational improvements.

Administration and Management of the Stateside Immersion Program

Administration and management are critical to ensuring the progress and well-being of participants, as well as providing timely and accurate information to sponsors. The proposal must address how the program would administer and manage the Stateside Capstone Program in consultation with all stakeholders (university administrators and leadership, NSEP, and IIE), with particular attention to the following:

- Review and selection process for Flagship student admission to and participation in the Stateside Capstone Program.
- Development and implementation of academic and other policies for the Stateside Capstone Program.
- Coordination of logistics for participation in the Stateside Capstone Program, including:
 - Developing and announcing participant costs of attendance during the fall semester;
 - Providing formal pre- and post-Capstone language proficiency assessments in coordination with the American Councils for International Education, as well as providing interim low-stakes and diagnostic assessments that offer students feedback on progress during the Capstone year;
 - Housing arrangements with provisions and guidelines for students to register grievances/complaints; and
 - Academic schedules and timelines.
- Management and implementation of the Stateside Capstone Program, including staffing and staff responsibilities by position.
- Communication and coordination with offices and departments at the university, with Flagship students, and with IIE and NSEP. This will include information regarding the operational environment, the composition of the academic program, other program requirements and expectations, as well as estimated costs of attendance.
- Monitoring projected enrollment data to ensure that the Persian Flagship Stateside Capstone Program has the capacity to accommodate all qualified Flagship students.
- Assuring that each student will engage in all components of a Persian Flagship Stateside

Capstone Program, including courses, co-curricular activities, internships and appropriate accommodations.

- Conducting, recording, and reporting of exit evaluations.
- Leadership, management, and accountability with regard to operation of the Stateside Capstone Program: duties and responsibilities of staff members within the “chain of command,” how management operates, continuity and contingency plans that will ensure Program support regardless of personnel changes, and any planned enhancements.

Projected Enrollments and Proficiency Assessment Reporting

The sustainability of Flagship Programs relies in part on robust participation by undergraduate students. The Language Flagship set a broad goal of enrolling a minimum of 10 - 20 new students per year, per institution. Once Domestic Flagship Programs have reached “steady state,” retaining students in the program and tracking their progress will be the highest priority. The proposal must include the following information:

- Projected Undergraduate Flagship student enrollments in both components of the Program: The proposal must provide information on historic and current enrollments in their current Persian program.
- Application process for the Flagship Stateside Capstone Program: To be admitted to the Flagship Stateside Capstone program all students must have an ILR 2 in speaking, an ILR 2 in either reading or listening, and no lower than an ILR 1+ in the last remaining modality demonstrating a minimum profile of 2/2/1+ or 2/1+/2. Apart from minimum proficiency scores the Stateside Capstone Program can also propose other factors that can be used to evaluate students for the Stateside Capstone Program. Proposals must describe the application and selection criteria and process for Undergraduate Flagship students to qualify for the Stateside Capstone Program, including standardized minimum eligibility requirements, as well as other factors that would be taken into consideration in the decision-making process.
- Language proficiency assessments: Proposals must describe the procedures and annual timelines for conducting pre- and post-Capstone language proficiency assessments and coordination with American Councils for administration of Flagship tests. Proposals must also describe when assessment results will be available for and reported to the sponsor.

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.

Staffing

- Flagship Director/Principal Investigator (PI): While some additional course release or summer salary may be requested for the PI in the first year for overseeing the development and launching of a new Flagship Program, after the first year only one grant-funded course release for the academic year *or* partial summer salary may be requested. Applicants are strongly encouraged to provide institutional support for most, if not all, time to demonstrate commitment to the Flagship Program.
- Flagship Program Coordinator: Flagship Programs must have, at a minimum, a 50% level of effort (LoE) coordinator, although a full-time coordinator is recommended. 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 Student Certification System, and/or developing reports and budgets.
- Administrative Staffing: Applicants may request no more than a total of 200% LoE in administrative staff, including the Flagship Program Coordinator.
- Applicants must have a clear strategy for gradually absorbing core instructional costs, not including tutoring, over the course of the award cycle.

Travel

- The Language Flagship Annual Meeting: Travel for two staff members to the meeting each May must be included in the budgets. This should be the Director and Program Coordinator.
- Conference Travel: No more than \$5,000 may be requested for travel to non-Flagship- required meetings.
- Recruitment Travel: Limited travel funding may be included for strategic recruitment efforts.

Other Costs

- ACTFL OPI Tester Certification: Funds cannot be used for the cost of certification or recertification to be an ACTFL OPI tester.
- Honoraria: Honoraria or other forms of payment may not be provided to staff from other Flagship Programs for consultation or evaluation work. Reimbursements for travel, per diem and lodging can be provided. Additionally, honoraria to U.S. or foreign government officials are unallowable.
- K-12 Outreach and Dissemination Activities: Limited funding may be used for outreach and dissemination of Flagship Program elements to K-12 schools that would likely provide a significant pool of graduates to the proposed Flagship.
- Professional Development: Funding may be used for professional development of instructional and administrative staff.
- Promotional Materials: Limited funding may be used for Flagship-related brochures, handouts, signs, banners and other printed materials. All printed material must comply with the Flagship Visual Identity Guide, which will be provided to the successful applicant. Funds may not be used for promotional items and memorabilia, including gifts and souvenirs (e.g. mugs, bags, t-shirts, etc.).
- Recruitment: Funding may be used to implement recruitment strategies delineated in the proposal narrative. All recruitment activities paid for with Flagship funding must be tracked and analyzed to determine cost vs. benefit of the activity.
- Educational Technology: Limited funding can be used to support educational technology integrated into core Program instruction being proposed. No funding will be provided for the development of new educational technology for general use.

Student Support

The Language Flagship provides limited financial support to help defray some costs of students' domestic summer intensive language study at NSEP-approved programs or for Capstone student study. If awarded a Flagship grant, the successful applicant will be asked to separately provide a well-designed student support plan in order to receive Flagship student support funding. Student support plans and funding requests are submitted by all Flagship Programs 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 budgets.**

As the budget guidelines above are implemented and enrollments grow, it is expected that Flagship award funding will increasingly focus on costs that support Flagship-specific student interventions including tutoring, assessment, and articulated extracurricular activities. Some examples of articulated extracurricular activities that can be funded include cultural events in the target language, experiential learning opportunities in local areas where the target language is spoken,

and other similar activities.

The following guidelines apply to Flagship-specific student interventions:

- **Tutoring / Language Partners:** Flagship students must be provided access to trained tutors to foster their conversational language development. However, applicants must consider ways to contain tutoring costs. Methods to contain these costs may include group tutoring, particularly at the lower levels.
- **Student Professional Development Funds:** Up to \$3,000 in total per year may be used toward Flagship Undergraduates' (as defined in Section 1) professional development. These funds are intended to support student opportunities outside of the proposed Program and campus environment that would enhance student language learning. Funds can be used for activities such as off-campus internships, and meeting/conference/workshop registration and transportation costs.
- **Food and Beverages:** Flagship funds cannot be used for snacks or beverages at regular instructional activities, including classes, tutoring sessions, weekly Flagship meetings and/or conversation tables.
- **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 proposed curriculum.

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.

One award will be made by IIE to the successful applicant. 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 (Section 2) to fully address the below criteria.

Evaluation Criteria

I. 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 manage a Flagship Program. How well does the proposal:

- Show evidence of experienced leadership capable of implementing and staffing a high- quality Language Flagship Program?
- Describe the administrative structure of the proposed Program with clear reporting arrangements to senior campus administration?
- Describe the proposed Program structure with clear leadership and reporting lines of language program faculty, instructors and staff, including during times of transitions?
- Show evidence of institutional support for the proposed Flagship faculty, including opportunities for professional growth and future leadership?

II. 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 financial support. Institutional commitment can be evidenced in a number of ways. Applicants must demonstrate how they will invest directly in the long-term success of this project through dedicated faculty lines, student support, physical space and teaching staff. The successful applicant will demonstrate direct commitment to building a strong program over the long term. How well does the proposal:

- Demonstrate a clear institutional commitment for language learning, faculty lines, teaching

staff, space and students?

- Indicate how the proposed Program is supported by the institution's administration and how it fits into its long-term strategic planning?
- Include plans to help secure financial aid and scholarship support for Flagship students?

III. Strength of proposed curricular design:

20 points

Proposals will be evaluated on the quality of the curricular design in response to the application guidance provided. 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. Proposals must also address how the curricular design builds upon best practices of existing Domestic Undergraduate Flagship Programs and how it would articulate with the Stateside Capstone Program. How well does the proposal:

- Detail and describe an effective curricular design for the Domestic Flagship Program for high proficiency language learning at the novice through advanced levels?
- Detail curricular design that ensures student success in qualifying for Flagship Capstone at the conclusion of the Domestic program (advanced proficiency in all four skills is the target)?
- Detail and describe an effective curricular design for the Stateside Capstone Program for high proficiency language learning from the advanced through the superior levels?
- Describe the use of state-of-the-art methods and approaches, blended language learning, content- and domain-based language learning, proficiency-directed assessment practices and advances in curricular design?
- Explain how culture is integrated into the curriculum?
- Include plans for assessing student language proficiency development?
- Describe a clear plan on how the Undergraduate Flagship Program is articulated with the Stateside Capstone Program?

IV. Exposure to 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. How well does the proposal:

- Demonstrate innovative and effective means to provide students with intensive instruction, individual and group tutoring, group instruction/practice, blended learning, intersession and summer intensive/immersive programs, or other means?

- Demonstrate the ability to provide an immersive living/learning environment during the Stateside Immersion Program, including meaningful, and linguistically and culturally appropriate internships and other experiential activities?

V. Strength of recruitment, enrollment, and retention plan:

15 points

Proposals will be evaluated on the quality of 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 to heritage students. The plan should describe how guidance will be provided to each type of student on how they will reach ILR 2 proficiency by the time they complete the proposed Domestic Flagship Program and then participate in a Stateside Capstone Program. How well 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 in the recruiting pool, including, but not limited to, current program enrollment data and the disciplines/majors and proficiency levels of current students.
- Provide a clear plan for on- and off-campus (local, regional, national, K-12) recruiting of diverse student cohorts, with sufficient resources allotted to recruiting, as well as defined measures of recruiting success?
- Present strategies to help students remain in and successfully complete all components of the proposed Flagship Program?

VI. Incorporation of pedagogical best practices and professional development:

5 points

The successful applicant will describe Program development based on best practices in second language acquisition. A successful plan will describe how the proposed Flagship Program builds on successful practices in effective language learning already underway in their institution, existing Flagship Programs or other institutions. A successful plan will also describe professional development opportunities for faculty and instructors. How well does the proposal:

- Clearly demonstrate incorporation of pedagogical best practices in the development of the proposed Program?
- Demonstrate how faculty and instructional staff will be provided professional development in second language acquisition, proficiency-based teaching and Flagship best practices?

VII. Strength of linkages and collaborations with other disciplines:

5 points

A successful proposal will demonstrate substantive involvement of content and faculty expertise from a variety of academic disciplines and professions in the curricular and instructional design. How well does the proposal:

- Demonstrate involvement in and commitment from other disciplines in the design and implementation of the proposed Program?
- Describe linkages with ROTC units on campus or a partner campus to increase Flagship enrollments?
- Describe how the proposed Program provides regular advising to students from other departments and schools on campus?
- Outline a plan for identifying and developing courses during the Stateside Immersion Program that provide content and domain instruction in the target language?

VIII. Budget and Cost Effectiveness

5 points

The proposal will be evaluated on the degree to which the applicant demonstrates cost-effectiveness, reasonableness of requested funds, and the ability to accomplish the proposed activities with the requested level of funding. The proposed budget should be cost-effective and reasonable.

- Does the proposal demonstrate creative use of limited resources, maximize educational value per dollar of support, leverage additional funds (or have the potential to do so) and focus expertise and activity on a targeted need area?
- Do the proposal budget and budget narrative appear to be adequate to support the project activities, and are the costs reasonable in relation to investment?

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

Minimum Standards

The applicant must meet the minimum standards for receiving federal funds, as defined in 32 CFR 22.415, which state:

To be qualified, a potential recipient must:

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

- d. Be otherwise qualified and eligible to receive a grant or cooperative agreement under applicable laws and regulations (see § 22.420(c)).

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

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. Historically Black Colleges and Universities and Minority Institutions are encouraged to apply.

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 required sections may not be accepted or reviewed. Additional materials and appendices will not be reviewed as part of a submitted proposal.

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

1. Transmittal letter from the applicant institution's Sponsored Projects/Research Office.
2. Title page.
3. Abstract of no more than 250 words.
4. Proposal narrative of no more than forty (40) pages that contains a plan that clearly describes the development and sustainment of an Undergraduate "Domestic" Flagship Program and the Persian Stateside Capstone Program that emphasizes the foci described in the solicitation guidelines.
5. Appendix A: program timeline that indicates the faculty and/or staff members that would be responsible for each task.
6. Appendix B: no more than five (5) pages featuring charts or descriptions of student pathways.
7. Appendix C: Proficiency Targets, Courses and Enrollment Template
8. Appendix D: Assessment Outcomes Table Template
9. Appendix E: 2020-2024 Flagship Outcomes and Activities Template
10. Appendix F: a list of key individuals directly involved in the development and management of the proposed Program, including key partners across the institution.
11. Appendix G: a list of faculty and other instructional staff that will be involved in the teaching of Flagship classes, along with a brief summary of their qualifications and responsibilities.
12. Appendix H: short curricula vitae of no more than three pages for each lead individual involved in the proposed Program and "mini-bios" for other key individuals.
13. Appendix I: anticipated academic year cost of attendance estimates for the Capstone Program. Cost of attendance estimates must be itemized to include at the minimum the following: tuition, room and board, books and materials, orientation costs. Short explanations should also be provided for each cost category supporting how estimates were calculated.
14. Support letters from appropriate senior university leadership (i.e., president, provost, vice president of academic affairs, dean, and/or department chair) indicating institutional support, fit with mission, and willingness to institutionalize the proposed Program.

Budget Content

A complete budget should include:

1. Budget Summary
2. Itemized Budgets
3. Budget Narratives

Using the budget template found at <http://www.thelanguageflagship.org/content/programs-and-competitions> prepare a detailed, line-item budget for each year of the project. The Excel template consists of two sheets. By entering data into the sheet entitled “Itemized Budget” the sheet entitled “Summary Budget” will auto-populate. The budget narrative should correspond to the project years, thus the first year would correspond to June 1, 2020 through May 31, 2021.

Please ensure that each line item is thoroughly justified in the budget narratives. The budget narratives should include a breakdown of the expenses, if not specified in the detailed budgets, and a description of how the expenses benefit the Program.

The budgets and budget narratives must:

- a. Include a separate note for each line item in the budgets. Budget notes must follow the order of the line items in the budgets. (The only cost category not requiring individual lines in budget narratives are fringe benefits. 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 budgets for non-classroom activities, the budget narratives 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. Include all travel funds required by your program. For travel:
 - 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 the estimated number of days for the trip, and provide a breakdown of costs for each trip. Estimates may be used if the location of a meeting is not yet determined.
- 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. Printing: double-sided when possible
5. Binding: binder clip
6. Copies: one (1) signed original and ten (10) copies
7. Pages numbered consecutively, starting with title pages, and in the order specified in “Proposal Content”
8. No use of first person pronouns, with the exception of support letters

Additional Information

Webinars will be held to field questions regarding this solicitation on:

- July 11, 2019 at 3:00 p.m. ET; and
- September 11, 2019 at 4:00 p.m. ET.

To participate in a webinar, please send an e-mail to flagship@iie.org indicating the name(s) and e-mail address(es) of the participant(s). Each participant will receive an email with instructions for registering for the webinar.

Following each webinar, FAQs will be posted to:

<http://www.thelanguageflagship.org/content/programs-and-competitions>

Applicants are encouraged to participate in at least one of the two scheduled webinars. Additionally, applicants may submit questions to flagship@iie.org. As necessary, telephone calls may be scheduled to answer questions that are more complex. Questions answered by e-mail and phone will be included in the FAQ document referenced above.

Questions must be received no later than October 1, 2019.

Information about The Language Flagship can be found at www.thelanguageflagship.org.

Transmission Instructions

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

The Language Flagship
Institute of International Education
1400 K Street, NW, Suite 700

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

In addition, the completed proposal, including the budget, all appendices and attachments must be submitted as a single PDF file to flagship@iie.org.

The DEADLINE FOR RECEIPT is 4:30 p.m. (ET), October 15, 2019. The burden of timely delivery is the applicant's. Proposals received after the deadline will be disqualified.

Appendix C: Proficiency Targets, Courses and Enrollment

Complete the chart below to indicate the proficiency targets for each level of instruction at your institution. The five levels should equate to your institution's years of instruction offered. Provide only the completion proficiency target within the context of the instructional sequence. Applicants should list what course offerings constitute each required sequence, and when these courses are offered.

Language Year	Proficiency Targets	Program Options Academic Year/Summer/Other	Course Offerings
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			

Enrollments	Level 1	Level 2	Level 3	Level 4	Level 5
2018-2019					
2019 Summer					

Example of Completed Chart:

Language Year	Proficiency Targets	Program Options Academic Year/Summer/Other	Course Offerings
<i>Year 1</i>	<i>NH-IL</i>	<i>Academic Year/Summer</i>	<i>LANG 101-102 or 111-112</i>
<i>Year 2</i>	<i>IL-IM</i>	<i>Academic Year/Summer</i>	<i>LANG 201-202 or 221-222 and 250</i>
<i>Year 3</i>	<i>IM-IH</i>	<i>Academic Year/Summer</i>	<i>LANG 301-302 and 332 or 333</i>
<i>Year 4</i>	<i>AL-AM</i>	<i>Academic Year</i>	<i>LANG 401-402 or 421-422 and either 498 or 499</i>
<i>Year 5</i>	<i>AM or Higher</i>	<i>Academic Year</i>	<i>LANG 450</i>

Enrollments	Level 1	Level 2	Level 3	Level 4	Level 5
<i>2018-2019</i>	<i>30</i>	<i>25</i>	<i>20</i>	<i>15</i>	<i>5</i>
<i>2019 Summer</i>	<i>10</i>	<i>20</i>	<i>0</i>	<i>0</i>	<i>0</i>

Appendix D: Assessment Outcomes Table

In the chart below, provide the assessment outcomes for all 2018-2019 courses where a proficiency assessment was completed for participating students. The charts are for those assessments benchmarked to common proficiency standards, i.e. ACTFL and ILR rubrics. If the scale for the assessment you have used is not provided, please adapt the chart to fit the format of the assessment results. Provide the name of the assessment and the modalities tested. If you tested multiple modalities, please duplicate the chart as many times as is necessary to capture all available data.

ASSESSMENT OUTCOMES										
TEST: _____	SCALE: _____					MODALITY: _____				
SCALE	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
COURSE	Number of Students									

Examples of Completed Tables:

ASSESSMENT OUTCOMES										
TEST: <u>ACTFL OPIc</u>	SCALE: <u>ACTFL</u>					MODALITY: <u>Speaking</u>				
ACTFL	NL	NM	NH	IL	IM	IH	AL	AM	AH	S
COURSE	Number of Students									
RUS 101		18	17							
RUS 201			5	13	9					
RUS 301				3	5	7				
etc.										

ASSESSMENT OUTCOMES										
TEST: <u>Flagship Battery</u>	SCALE: <u>ILR</u>					MODALITY: <u>Reading</u>				
ILR	0+	1	1+	2	2+	3				
COURSE	Number of Students									
RUS 101	8	25	2							
RUS 201		15	12							
RUS 301			9	5	1					
etc.										

Appendix E: 2020-2021 Flagship Outcomes and Activities Template

Using the template below, provide a brief summary of the proposed annual activities, performance metrics and targets for addressing the six (6) Flagship Outcome goals presented below. Complete a template for the first grant year only, 2020-2021.

Applicant Name:			
Language:			
2020-2021 Flagship Outcomes and Activities			
Flagship Outcome	Activities	Performance Measures	Year 1 Target
Effective recruitment and outreach to K-12 and community college students			
Increase Flagship Student Retention Rates		<i>Ex. - Flagship Student Retention Rates; Number of Flagship students supported for summer study who ultimately qualify for and participate in the Flagship Capstone Program</i>	
Increase number of students participating in the Flagship Capstone Program		<i>Ex. - Number of Flagship students qualifying to participate in the Flagship Capstone Program</i>	
Effective leadership and administration			
Fulfillment of Institutional Commitments			
The 5 objectives listed above are required for all programs. Please add one to two additional objectives specific to your program, as appropriate.			