



**THE LANGUAGE FLAGSHIP**

*Creating Global Professionals*

## **Request for Proposals**

# **2020-2024 PORTUGUESE DOMESTIC AND OVERSEAS UNDERGRADUATE FLAGSHIP PROGRAMS**

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 Domestic Undergraduate Flagship Programs in Portuguese. 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 U.S. campus-based Undergraduate Domestic Portuguese Flagship Programs and one Overseas Flagship Program.

More information about the Flagship program and the current Portuguese Domestic Flagship and overseas programs can be found at [www.thelanguageflagship.org](http://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 Portuguese or both a Domestic Flagship Program in Portuguese and an Overseas Flagship Program in Portuguese. Only one Overseas Flagship Program in Portuguese will be funded. For applicants that apply for both a domestic and an overseas Portuguese Flagship program, IIE will consider the domestic portion of the proposal as a stand-alone domestic program if the overseas portion of the proposal is not found to be meritorious.

This solicitation is open to U.S. IHEs with strong existing Portuguese 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.

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 an Overseas Flagship Center;

- 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.

### **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 Domestic Undergraduate Portuguese Flagship Programs for the 2020-2024 grant cycle.

Proposals must demonstrate a clear curricular program and learning pathways for multiple student types, from novice to advanced learners, and be willing to articulate with the meritorious Overseas Flagship Center. 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.

### **Overseas Undergraduate Flagship Program**

The undergraduate curriculum for all Flagship Programs includes a one-year Capstone experience at the Overseas Flagship Center. Overseas Flagship Capstone programs are responsible for developing and implementing a curriculum that successfully enables students to progress from an advanced proficiency level of proficiency/ ILR 2 to a superior level of proficiency/ ILR 3. Overseas Flagship Capstone programs also provide students with opportunities to direct enroll at an overseas university in courses related to their major, rigorous professional internship opportunities, living arrangements that deepen students linguistic and cultural knowledge, and extracurricular activities that deepen students' knowledge of their host country.

### **Undergraduate Overseas Study Requirements**

Admissions requirements for the Overseas Capstone Program are determined by standards set by domestic Flagship Directors and include a minimum of an ILR 2 in speaking and in one other modality (reading and listening), and not lower than an ILR 1+ in any modality.

The requirement that all qualifying Undergraduate Flagship Students commit to study in the Overseas Capstone Program for one academic year is fundamental to establishing a high standard

for language and culture immersion. All domestic Flagship Programs 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.

In order to prepare Flagship students for the Overseas Capstone, Domestic Flagship Programs integrate the following essential components into the domestic curricula:

- Key literature, history, politics, and media courses;
- Opportunities for students to develop academic and professional literacy skills;
- Domain training; and
- Opportunities for students to gain cultural knowledge through coursework, self-reflection and self-learning, and through other means

### **Undergraduate Flagship Student Requirements**

All Flagship Programs are required to maintain data on students served by the Flagship Program. Flagship domestic 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. Overseas Flagship programs only include Flagship Undergraduates.

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**

Institutional funding is administered by IIE. For domestic programs, IIE anticipates making cost-reimbursable awards between \$275,000 and \$325,000 per Project Year for each program. Higher funding, up to \$375,000 per Project Year, will be considered for significant additional student services and instruction for the first Project Year or for subsequent Project Years for applicants who demonstrate consistent Flagship Undergraduate enrollments over 60 and success in qualifying students for the overseas capstone program.

For the overseas capstone program, IIE anticipates making a cost-reimbursable award of \$325,000 per project year. Higher funding will be considered for significant additional student services and instruction if program enrollments increase beyond 25 students per 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 a range of 1-3 grants for domestic Flagship Portuguese programs and one grant for an overseas Flagship Portuguese program 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 domestic Flagship Programs include:

### **Domestic Quantitative Measures**

- Total Flagship student enrollments
- Flagship student retention rates
- Number of Flagship students qualifying to participate in the Flagship Overseas 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 Overseas Capstone
- Number of Flagship students committing to government service (Boren Scholarships, ROTC) (<https://www.borenawards.org>)

### **Domestic 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

Performance measures and outcomes for all overseas Flagship Programs include:

**Overseas Quantitative Measures**

- Number of Flagship students reaching or exceeding language proficiency goals

**Overseas Qualitative Outcomes**

- Incorporation of effective pedagogy and strength of the curriculum
- Incorporation of effective co-curricular practices
- Strength of articulation with domestic Flagship Portuguese programs
- Effective partnership with overseas host institution
- Diversity of direct enrollment courses for students with a wide array of majors
- Successful professional internship opportunities in students' area of interest
- Quality of immersive living experience that maximizes students use of language and exposure to culture
- Strength and effectiveness of risk management protocol, procedures, and communications
- Effective leadership and administrative structure

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

## **SECTION 2: DOMESTIC PROGRAM GUIDELINES**

The purpose of this solicitation is to award funding for new Domestic Undergraduate Flagship Programs in Portuguese. Successful applicants will fully address the selection criteria described in these guidelines. 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. These details will include not only domestic enhancements, but also clear planning for how the applicant will articulate instruction with and to an Overseas Flagship Center for the Flagship Capstone Program.

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. Plan for articulation with an Overseas Flagship Center, and the domestic academic and cultural preparation of students for their Overseas Flagship Capstone study;
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.

## **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 overseas study. In addition, applicants should identify existing national funding sources (such as Boren Scholarships, Critical Language Scholarships, Foreign Language and Area Studies Scholarships, Gilman International Scholarships, etc.) 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**

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 their Overseas 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 both domestically and abroad.

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-Overseas 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 an Overseas Flagship Center: All Flagship undergraduates are expected to participate in the Overseas Capstone Program. Acceptance to the Overseas 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 overseas study and the internship component 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;

- Integration with Flagship overseas immersion learning opportunities; 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 and overseas study, including smaller class size, additional study time if necessary, or recognition of credit for overseas study;
- 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.



## **SECTION 3: OVERSEAS PROGRAM GUIDELINES**

Applicants who decide to apply for an Overseas Flagship Capstone program in addition to applying for the domestic Flagship Program will be evaluated on the following for the overseas portion of their application:

1. Partnership with Overseas Institution/Institutions;
2. Program and Curricular Design;
3. Plans for Articulation with Domestic Portuguese Flagship Programs;
4. Risk Management and Student Support;
5. Leadership, Administration, and Management;
6. Program Cost-effectiveness as demonstrated in the submitted budget and budget narrative.

Applicants may propose consortial arrangements with other IHE's and / or partner with other study abroad providers in developing overseas programming elements. The successful applicant must be able to admit students into the program by Fall of 2020.

### **Partnership with Overseas Institution/Institutions**

The successful applicant will describe, the overseas institution proposed to host the Overseas Portuguese Flagship Capstone program in Brazil. The successful applicant will explain why the applicant chose the proposed institution and why the institution is a good location to host the Portuguese Flagship Capstone program. Some considerations include leadership support of the Flagship program, quality of teaching faculty, physical space capacity, academic profile of the institution, physical location of the institution, student population, and direct enrollment opportunities for Flagship students. The proposal must also discuss the applicant's relationship with the host institution and describe any proposed or developed formal exchange agreement with the host institution. Any benefits resulting from a formal exchange agreement such as mechanisms to expedite credit transfer and lower tuition costs must be described. The applicant should provide evidence of support from the proposed overseas partner institution.

### **Program and Curricular Design**

The Language Flagship is looking to fund an Overseas Portuguese Capstone program in Brazil that can provide language instruction designed to transition students from ILR 2 in speaking, listening, and reading to ILR 3 in speaking, listening, and reading upon completion of the program. The program must also provide instruction on writing and ensure that all students' writing skills are strong enough for students to operate successfully in a professional environment in Portuguese. Students must take directed language classes, participate in direct enrollment courses in their major at the proposed host institution, and participate in a rigorous professional internship in their field. The program will need to accommodate 30 students.

#### ***Curricular Design***

The successful applicant will describe a dynamic curricular design that is able to transition students from ILR 2 in speaking, listening, and reading to ILR 3 in speaking, listening, and reading upon completion of the program. The curriculum design must also focus on writing with the goal of ensuring that all students' writing skills are strong enough for students to operate in a professional

environment in Portuguese. The proposal must describe the pedagogical and instructional methodologies to be implemented in the proposed Overseas Portuguese Flagship Program and the incorporation of successful best practices in language teaching and learning. The proposal must 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. The successful applicant will also describe how the program will engage in materials development and how the applicant will build a curriculum based upon the use of authentic materials. The curriculum must also ensure that students are deepening their cultural awareness and knowledge of Brazil. Content courses in the target language should include topics in media and contemporary society. The successful applicant will provide a sample curricular plan that outlines the proposed curricular design.

As part of the curricular design, the proposal must discuss opportunities for students to engage in tutoring for three to five hours per week. Tutors should come from similar domain backgrounds as the students. The successful applicant will describe the structure of the tutoring component including the tutors' background; how the tutors will be selected, trained and supervised; and how the tutoring component fits into the overall curricular design.

The proposal must describe how the program will use diagnostic assessments to place students in the appropriate language learning groups. Although, all students will enter the program with a minimum of an ILR 2 in speaking, and no lower than ILR 1+ in listening and reading, not all students will have the same linguistic strengths and weaknesses. The proposal must describe how diagnostic assessment will be used to place students in the appropriate classes and language learning groups.

The proposal must also describe how the program intends to assess students throughout the program and ensure that they are making progress towards the goal of ILR 3 upon completion of the program. Upon completion of the program, students will take an Oral Proficiency Interview (OPI) and take the Flagship tests in reading and listening. The proposal must explain how students will be advised regarding their language acquisition progress during the course of their overseas program of study.

The proposal must demonstrate that there is adequate teaching staff and capacity for providing the curricula described and any additional support required for 30 students. The Flagship approach to pedagogy is student centered and proficiency driven. The proposal must describe how teaching staff will obtain the appropriate training to facilitate student centered and proficiency driven classrooms. The proposal must also describe how the program will ensure that all teaching staff are receiving up to date training on pedagogy; and are being provided with and engaging in professional development opportunities.

The proposal must demonstrate that the Overseas Program has adequate classroom space within the host institution and is able to facilitate a productive learning environment for the projected number of students. All proposals must describe what classroom, advising, and technological, and/or learning spaces (computer labs, libraries, lounges, etc.) exist at the overseas institution.

### ***Direct Enrollment Opportunities***

The successful applicant must outline a plan for identifying courses and securing direct enrollment opportunities at the host institution that provide students with content and domain instruction in the

target language. Direct enrollment provides an opportunity for Flagship students to participate in a course related to their major, which is designed for local students enrolled at the host institution. By participating in a direct enrollment course Flagship students are able to observe the academic culture of their field and interact with local students. The proposal must describe how it intends to provide credit for these courses for Flagship students participating in the program.

### ***Internships***

The successful applicant must describe the criteria and process for identifying and securing appropriate internships for Flagship students in meaningful, and linguistically and culturally appropriate overseas professional environments. Internships should be relevant to students' career and professional interests. The successful applicant must describe how internships will be integrated into the academic program. The proposal must also address how internships will be monitored, including regularly scheduled feedback from internship supervisors and students.

### ***Immersive Living Environments***

A key component of the Language Flagship overseas Capstone model is providing students with immersive living environments to enhance their use of the target language and cultural exposure. This can be achieved through either homestays, arranging for students to have host country roommates, or by other means. The proposal must describe the types of immersive living environments that will be arranged for Flagship students, including the process by which families, roommates, or other living arrangements are selected; and how the applicant will monitor living environments to ensure the health and safety of the Flagship students.

### ***Co-Curricular Activity***

The successful applicant will describe the co-curricular activity that the program will arrange to ensure that students have maximum exposure to language and culture. Co-curricular activities can include arranging for speakers on topics related to culture, history, politics, etc. in the target language; cultural activities, and travel to relevant cultural and historical sites in Brazil.

### ***Academic Leadership and Oversight***

The successful applicant will describe the academic leadership who will be responsible for designing and implementing the program and ensuring that all components of the program design are integrated with the goal of transitioning participants from an ILR 2 to an ILR 3 by the end of the program. The successful applicant will also describe how the academic leadership will oversee the implementation of the program design and, if required, adjust the program design and the components of the program design to fit the needs of the students and The Flagship program.

### ***Articulation with Domestic Portuguese Flagship Programs***

The successful applicant will coordinate with Domestic Portuguese Flagship programs to ensure that the overseas program's curriculum is articulated with that of the Domestic Portuguese Flagship programs. The proposal must describe how the applicant will coordinate with Domestic Portuguese Flagship programs on curricular and materials development and on curricular improvements.

## **Risk Management and Student support**

Risk management involving the safety and security of Flagship participants is extremely important. The successful proposal must demonstrate that the applicant (referenced in this section as “Program Administrator”) will be able to implement the following safety and security protocols for the Overseas Flagship Program they will manage:

### ***Pre-Program***

#### Visas

- The Program Administrator will facilitate invitations and support students in ensuring timely receipt of student visas.

#### Embassy Notification & Registration

- The Program Administrator is responsible for notifying embassy personnel of Flagship students in country.
- The Program Administrator will ensure all Flagship students are enrolled in the U.S. Department of State’s Smart Traveler Enrollment Program. (<https://step.state.gov/step>)

#### Emergency Contact Information

- The Program Administrator will maintain and test a communication plan that includes:
  - Work, mobile, and home numbers, as well as email addresses for all Program Administrator staff;
  - Regular, alternate, and emergency contact information for all overseas program personnel; and,
  - Regular, alternate, and emergency contact information for all Flagship students.

#### Emergency Plan

- The Program Administrator must have an emergency plan that outlines the communication protocol and courses of action in cases when there is an emergency involving a student’s health or safety.

#### Insurance

- The Program Administrator will ensure Flagship students obtain insurance that fulfills the following requirements:
  - Health;
  - Accident;
  - Repatriation;
  - Medical and non-medical evacuation, including for reasons of war, civil unrest, and natural disasters; and,
  - Coverage for the entirety of the Flagship student’s overseas program, including breaks.

#### Health

- The program administrator must develop policies and procedures for addressing student health concerns during the program.
- The program administrator must be able to provide reasonable accommodation to students with disabilities.
- The program administrator must be prepared to provide resources to students facing mental health

challenges while participating in the program.

#### Sexual Harassment and Assault

- The program administrator must have a policy in place on sexual harassment and assault involving Flagship students and staff. Title IX reporting procedures must be established in coordination with domestic Portuguese Flagship institutions in consultation with NSEP and IIE.
- The program administrator must be prepared to provide students with resources to support a student who is a victim of sexual harassment and/or assault.

#### Pre-Departure Orientation and Safety and Security Webinar

- The applicant must describe plans for a thorough Pre-Departure orientation for all students. All Flagship students must also attend pre-existing required Flagship Safety and Security Webinar prior to departing for the Overseas Flagship Program.

#### ***During Program***

##### Emergency Procedures

- The Program Administrator will consult with IIE, NSEP and domestic Flagship campuses in the event of emergency and will ensure Flagship students are aware of all emergency plans and procedures. In the event of serious emergency, NSEP will make the final determination regarding program and student status.

##### Ordered Departures

- If the embassy issues an ordered departure, all Flagship students are required to depart the country as soon as possible.
- The Program Administrator will coordinate with IIE and NSEP regarding communicating with Flagship students, and will ensure that students depart the country as soon as possible.

##### Travel and Program Breaks

- The Program Administrator will maintain a policy regarding non-program-sponsored student travel.
  - Flagship students must follow the requirements of the Program Administrator regarding travel outside of the host country and must receive written approval from the Program Administrator before traveling outside of the host country.
  - The Program Administrator must collect the following information for all Flagship students traveling outside the host country:
    - Travel Dates
    - Destinations
    - Contact Information
  - Flagship students must follow the requirements of the Program Administrator regarding restrictions on travel to countries based on State Department Travel Warnings or other considerations.
  - For Boren-Flagship scholars, travel approval must also be coordinated with the Boren program advisor.

### Travel Alerts and Other Safety Situations

- The Program Administrator will ensure immediate communication with all Flagship students regarding travel alerts and other safety situations. These efforts will be coordinated with IIE and NSEP.

### Sponsor Notification

- Should a safety or security issue arise with a Flagship student while on program; the Program Administrator will immediately inform both IIE and NSEP.
- The Program Administrator will provide updates to IIE and NSEP until the situation is resolved.

### NSEP Decisions

- NSEP reserves the right to make independent decisions regarding whether students funded under NSEP auspices or participating in NSEP-approved programs, may study in a particular country.

## **Leadership, Administration, and Management**

### ***Leadership and Staffing***

The administration and management of the Overseas Flagship Programs is critical to ensuring the academic development and the safety and well-being of participants, as well as the coordination of timely and accurate information for the Domestic Flagship Programs and Program sponsors. The proposal must describe how the Overseas Portuguese Capstone Program will be managed. The proposal must address the roles and responsibilities of the applicant; and the roles and responsibilities of the overseas provider/host institution, as well as how the applicant's staff and overseas provider/host institution staff will coordinate on implementing and managing the program. The proposal must describe the program's leadership (academic and managerial), chain of command, and include a staffing plan with an explanation of staff responsibilities by position. The successful applicant must ensure program support regardless of personnel changes and enhancements to the program.

The proposal must also include a position for Resident Director (RD) or other qualified individual who is responsible for aiding students with concerns involving the program, direct enrollment, housing, and internships. This individual must also be prepared to help students with issues involving student medical/emotional/psychological well-being; carry out emergency and evacuation planning and implementation, and provide security updates as required.

### ***Logistics for Participation in the Overseas Portuguese Flagship Program***

The proposal must address the applicant's logistical support provided to students participating in the program. The program must provide an in person or virtual pre-departure orientation for students participating in the program. Pre-departure orientation topics should include information on the academic program; information about the city where the program will be located; logistical information such as housing, transport, etc.; information about health resources; etc.

The proposal must also address the logistical support the applicant proposes to provide to students, if any, including arranging student visas, travel, temporary housing, etc. If the applicant is not

providing logistical support to students, the applicant must describe how it will advise students on getting a visa and on matters related to travel, temporary housing, and other matters.

### ***Communication and Coordination***

The successful applicant will be responsible for communication and coordination with Portuguese Flagship domestic programs, Portuguese Flagship students, and with program sponsors/funders. The proposal must describe how the applicant will coordinate with necessary offices at their institution and inform Flagship students, Flagship domestic program directors, NSEP, IIE and other stakeholders about the Overseas Flagship program, specifically on information in regards to overseas orientation, operational environment, composition of the overseas academic program, overseas program requirements and expectations; and on estimated cost of attendance.

### ***Academic Credit***

The proposal must describe how academic credit for the overseas Capstone program will be provided to all students who participate in the program. The successful applicant will describe the type of academic credit and the hours of credit that will be provided to students participating in the program.

### ***Post Capstone Assessments***

The successful applicant will arrange post capstone OPIs and post capstone reading and listening tests using The Language Flagship online proficiency tests for Flagships students at the end of the program.

### ***Capstone Application and Selection Process***

IIE will facilitate the Portuguese Flagship Capstone application and selection process, which includes all Portuguese Flagship Programs. The successful applicant will attend a virtual Portuguese Flagship Capstone selection meeting with NSEP, IIE, and other Portuguese Flagship Programs. They will coordinate, prepare, and present materials on Program updates, status and capacity. Once students have been selected and admitted to the Portuguese Overseas Capstone program, IIE will transfer the relevant student information to the successful applicant of this solicitation.

### ***Monitoring and Evaluation***

The Language Flagship requires a high standard of success for continued funding. The proposal must include a clear evaluation plan for program performance including student learning outcomes and the effectiveness and quality of language instruction, direct enrollment, internships, and residential life components. The successful applicant will discuss how the proposed evaluation plan will be used to inform programmatic and operational improvements.

## **SECTION 4: 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.

### **Domestic Program Budget**

#### ***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.
- Directors' Meetings: Travel for the Flagship Director to attend two additional Flagship Directors' Meetings each year at locations TBD must be included in the budgets.
- Overseas Program Visits: Site visits to the Flagship overseas summer or Capstone Programs are allowable for purposes of program articulation and teacher training.
- 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 or overseas summer intensive language study at NSEP-approved programs or for Capstone student study at the Overseas Flagship Centers. 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.

## **Overseas Program Budget**

### ***Travel***

- **The Language Flagship Annual Meeting:** Travel for one staff member from the overseas partner institution to the meeting may be included in the budget each year.

### ***Other Costs***

- **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 may not be provided to U.S. or foreign government officials.
- **Professional Development:** Funding may be used for professional development of instructional and administrative staff.
- **Food and Beverages:** Flagship funds cannot be used for snacks or beverages at regular instructional activities, including classes, tutoring sessions, mandatory Flagship meetings or weekly conversation tables.

- Student Travel and Excursions: Flagship funds cannot be used for student travel and excursions. Student travel and excursion costs should be included in the student's cost of attendance.

### *Cost of Attendance*

All applicants must include the anticipated academic year cost of attendance estimates for the Overseas Flagship Program. Cost of attendance estimates must be itemized to include at the minimum the following: room and board, books and materials, and international and local travel. Short explanations should also be provided for each cost category supporting how estimates were calculated. If tuition is included in the cost of attendance, the applicant must describe what is covered under tuition costs.

## **SECTION 5: 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 (Sections 2 and 3) to fully address the below criteria.

### **Evaluation Criteria for Domestic Flagship Programs**

#### **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 Overseas Flagship Center. How well does the proposal:

- Detail and describe an effective curricular design 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)?
- 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 to articulate the proposed Program with and prepare students for the Overseas Capstone year?

### **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?

**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 Capstone experience at an Overseas Flagship Center. 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?

### **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.

### **Evaluation Criteria for Overseas Flagship Programs**

#### **I. Partnership with overseas institution/institutions:**

**10 points**

Proposals will be evaluated on the strength of the partnership with the proposed overseas institution and the suitability of the location for the Overseas Flagship Program. How well does the proposal:

- Describe why the applicant selected the overseas institution. Does the proposal describe if the leadership supports the Flagship program, the quality of the teaching faculty, the physical space capacity, the academic profile, the physical location, the student population, and opportunities for direct enrollment at the proposed institution?
- Describe the relationship between the applicant and the host institution and if the applicant has developed a formal exchange agreement with the host institution? Does the applicant describe any benefits conferred from a formal exchange agreement with the host institution?
- Does the applicant provide evidence of support from the proposed overseas partner institution?

## **II. Strength of proposed program design:**

**30 points**

Proposals will be evaluated on the quality of the program design in response to the application guidance provided. How well does the proposal:

- Describe a dynamic curricular design that is able to transition students from ILR 2 in speaking, listening, and reading to ILR 3 in speaking, listening, and reading upon completion of the program; and which includes instruction on writing to ensure that students are able to operate successfully in a professional environment in Portuguese. Does the curricular design describe pedagogical and instructional methodologies to be incorporated in the curricular design? Does the program incorporate writing as part of the curricular design? Does the proposal address the process for customization of the language curriculum to help individual learners work on weaknesses in one or more modalities? Does the proposal describe instructional enhancements to the language instruction, including curricular and co-curricular interventions that impact students' language acquisition? Does the proposal describe how the program will engage in materials development and how the curriculum will incorporate the use of authentic materials? Does the curriculum contain content courses that include topics in media and contemporary society of Brazil?
- Describe the tutoring component of the program. Does the proposal discuss opportunities for students to engage in tutoring for three or more hours of tutoring per week? Does the proposal describe how tutors will be selected, trained and supervised? Does the proposal describe how the tutoring component fits in the overall curricular design?
- Describe how assessments will be used to place students in the appropriate classes and utilized to assess students' progress of language acquisition throughout the program. Does the proposal describe how diagnostic assessments will be used to place students in the appropriate classes and language learning groups? Does the proposal describe how students will be assessed throughout the program to ensure they are making progress towards the goal of attaining an ILR 3 in speaking, listening, and reading? Does the proposal describe how students' will be advised on their language acquisition progress during the program?
- Describe teaching staff capacity and how teaching staff will be trained. Does the proposal demonstrate that there is adequate teaching staff and capacity? Does the proposal describe how teaching staff will obtain the appropriate training and are being provided with and engaging with professional development opportunities?
- Describe the availability of classroom space. Does the proposal demonstrate that there is adequate classroom space within the host institution to facilitate a productive learning environment?
- Outline a plan for identifying courses and securing direct enrollment opportunities at the host institution that provide students with content and domain instruction in the target language and providing credit for these courses?



- Describe the internship component of the program. Does the proposal describe the criteria and process for identifying and securing appropriate internships for Flagship students? Does the proposal describe how internships will be integrated into the academic program? Does the proposal describe how internships will be monitored? Does the proposal describe how the number and types of internships opportunities will increase as the number of students participating in the program increases?
- Demonstrate the ability to provide an immersive living/learning environment during the Overseas Flagship Program. Does the proposal describe the types of immersive living environments that will be arranged for Flagship students? Does the proposal describe how living environments will be monitored?
- Does the proposal describe the co-curricular activity that will be incorporated into the program design to ensure that students have maximum exposure to language and culture?
- Describe the academic leadership who will be responsible for designing and implementing the program, and, if required, adjust the program design and the components of the program design to fit the needs of the students.

**III. Plans for Articulation with Domestic Portuguese Flagship Programs 15 points**

The proposal will be evaluated on its plan for articulation with Domestic Portuguese Flagship Programs. How well does the proposal:

- Describe how the applicant will coordinate with Domestic Portuguese Flagship programs on curricular and materials development and on curricular improvements?

**IV. Risk Management and Student Support 15 points**

The proposal will be evaluated on how well the applicant will be able to implement the safety and security protocols described in the application guidelines. How well does the proposal:

- Address pre-program safety and security protocols?
- Address during program safety and security protocols?

**V. Leadership, Administration, and Management: 25 points**

The proposal will be evaluated on proposed leadership, administration, and management. How well does the proposal:

- Address the roles and responsibilities of the applicant and overseas provider/host institution, and how all parties will coordinate on implementing and managing the program?

- Describe the program’s leadership (academic and managerial), chain of command, and does the proposal include a staffing plan with an explanation of staff responsibilities by position?
- Describe the logistical support provided to students?
- Describe the communication and coordination with Portuguese Flagship domestic programs, Portuguese Flagship students, and with program sponsors/funders?
- Describe the administrative management and coordination of transfer of academic credits, arranging post-capstone assessments, attending and preparing materials for the capstone application and selection meeting, and include a monitoring and evaluation plan?

## **VI. 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, budget narrative, and cost of attendance 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 6: 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 twenty-five (25) pages for applicants that are applying for the domestic program only and proposal narrative of no more than fifty (50) pages for applicants that are applying for both the domestic program and the overseas program. Proposal narratives must contain a plan that clearly describes the development and sustainment of an Undergraduate Domestic Flagship Program that emphasizes the foci described in the solicitation guidelines. If applicable, proposal narratives must also contain a plan that clearly describes the administrative and programmatic components of an Overseas Flagship Program.
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 (if applicable): an organizational chart of the overseas program administration, showing domestic and overseas program leadership, staffing structure, and reporting lines.
14. Appendix J (if applicable): the anticipated academic year cost of attendance estimates for the Overseas Flagship Program. Cost of attendance estimates must be itemized and include detailed information on the following (if included): tuition, program fees, room and board, books and materials, excursion fees, and international and local travel. Short explanations should also be provided for each cost category supporting how estimates were calculated. If tuition is included in the cost of attendance, the applicant must describe what is covered under tuition costs.
15. Support letters from appropriate senior university leadership (i.e., president, provost, vice president of academic affairs, dean, and/or department chair, overseas institution leadership) 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 the 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 9, 2019 at 1:30 p.m. ET; and
- September 10, 2019 at 1:30 p.m. ET.

To participate in a webinar, please send an e-mail to [flagship@iie.org](mailto: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](mailto: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](http://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](mailto: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.			