



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Request for Proposals

REGIONAL FLAGSHIP LANGUAGES INITIATIVE

Application Guidelines

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PREFACE

The Institute of International Education (IIE) is pleased to provide application materials for the Regional Flagship Languages Initiative (RFLI), an initiative of the National Security Education Program (NSEP). This initiative of The Language Flagship provides opportunities for intensive domestic language study and overseas language and cultural immersion in French, Hindi, Indonesian, Swahili, Thai, Turkish, and Vietnamese for students selected through the NSEP-sponsored Boren Scholarships and Fellowships competition.

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.

RFLIs are designed to increase the number of Boren Scholars and Fellows engaged in the study of French, Hindi, Indonesian, Swahili, Thai, Turkish, and Vietnamese. The program's purpose is to help meet the critical need for specialists in a range of professional fields who can operate at the advanced proficiency level in these critical languages.

SECTION 1: OVERVIEW

Through this solicitation, the Institute of International Education (IIE), acting as the administrative agent of the National Security Education Program (NSEP), requests proposals from U.S. institutions of higher education for the development and implementation of one or more RFLI programs. Successful proposals will demonstrate capacity to provide domestic intensive summer language instruction in one or more of the following languages: Advanced French, Hindi, Indonesian, Swahili, Thai, Turkish, and Vietnamese, followed by intensive fall overseas language instruction at a variety of levels.

ELIGIBILITY

IIE seeks proposals from U.S. institutions of higher education with evidence of past success in delivering high quality instruction in the target languages and/or other critical languages.

PROJECT TIMELINES

IIE anticipates making awards with a start date of September 1, 2023. Awards will be renewable annually through 2027 contingent upon program performance, funding availability, and priorities identified by The Language Flagship. Exact budget periods will be defined during award negotiation.

Please note that the 2023 fall overseas program will be provided under the existing awards. September 2023 – May 2024 will be considered an initial planning period with coordination on student recruitment and registration, with instructional activity beginning June 2024.

Please ensure that proposed program dates consider the availability for summer study of students from different regions of the U.S. and major events or activities for Boren award recipients such as the Boren Pre-Departure Orientation and Convocation held in early June.

FUNDING

Institutional funding for one Regional Flagship Languages Initiative per language will be administered by IIE. Proposals should reflect the following budget maximums per language (Advanced French, Hindi, Indonesian, Swahili, Thai, Turkish, and Vietnamese).

Time Period	Funding Maximum	Notes
Planning & Coordination Period	\$100,000	Sept. 1, 2023 – May 31, 2024
Annual 12-month Program	\$300,000 per language	Includes summer domestic, fall overseas, spring planning
Summer Domestic	\$25,000 per additional language – domestic only	Can include an additional language of India or Ghana,

		Senegal and/or South Africa – (3 maximum)
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Applicants may apply for one or more languages as listed above. Applicants for Hindi may include a domestic summer-only program for an additional language of India in their proposal. Applicants for Advanced French and/or Swahili may include up to three domestic summer-only programs for an additional African language of Ghana, Senegal, and/or South Africa. Annual funding maximum for summer-only languages (summer domestic, spring planning) is \$25,000.

Applicants for more than one language are expected to demonstrate administrative efficiency in their proposal. Funding is contingent on the successful review and approval of an institution’s response to this solicitation and the availability of funds.

Successful applicants may be eligible for additional project periods through May 2027. Support will be made available by project period contingent upon program performance, funding availability, and priorities identified by The Language Flagship.

IIE anticipates issuing two to four separate grants for this program. IIE reserves the right to fund some or all of the languages proposed in each grant proposal. Each language will be supported through only one of the grants. The awarded institution will be solely responsible for the domestic and overseas programming for that language.

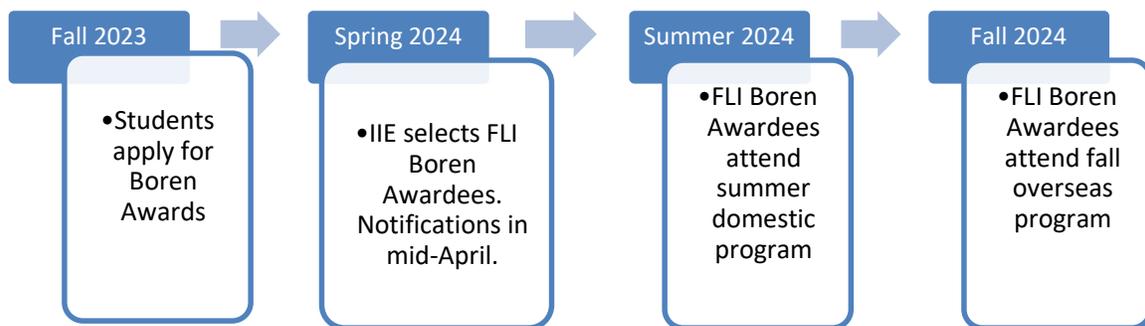
Applicants may propose consortia agreements. These should clearly indicate the lead institution, roles and responsibilities of each institution, and clear reporting lines.

SECTION 2: PROGRAM GUIDELINES

GENERAL

The RFLIs will offer students selected through the Boren Scholarship or Boren Fellowship competitions the opportunity to deepen their knowledge of and experience with languages and cultures critical to U.S. national security and underrepresented in study abroad. Boren Scholars and Fellows participating in a RFLI will study a target language covered under this initiative and enhance their proficiency by completing an intensive domestic summer language program of study followed by an intensive fall semester study overseas. Boren Scholars and Fellows have the option to pursue a spring semester of overseas study upon completion of the RFLI Fall semester. The optional spring semester is covered under the Boren award, but is not part of the responsibility of the RFLI grantee.

2024 RFLI Program Cycle



IIE is seeking proposals to develop articulated language programs that are comprised of summer domestic intensive language instruction and fall overseas language instruction in all of the languages covered in this initiative. The successful applicant(s) must commit to providing a minimum of 8 weeks of intensive summer domestic language instruction followed by a semester of overseas language instruction. Students pursuing additional languages of India, Ghana, Senegal, or South Africa will complete the summer domestic intensive language instruction and an independently selected fall overseas program, which is not the responsibility of the RFLI grantee.

Proposals must include fall overseas language instruction in the following countries: French in Sub-Saharan Africa, Hindi in India, Indonesian in Indonesia, Swahili in Kenya or Tanzania, Thai in Thailand, Turkish in Azerbaijan, and Vietnamese in Vietnam.

Applicants should refer to NSEP's preferred countries list when considering the locations of the proposed overseas sites: <https://borenawards.org/eligible-programs#countries>. The program must be hosted in a country or countries that are rated at Level 1 or Level 2 on the State Department Travel Advisory system at the time of application. Students must be able to obtain a study visa issued by a country officially recognized by the United States.

Funds awarded under this solicitation will cover administrative costs associated with the development and implementation of intensive summer program and fall overseas programs. Tuition and living expenses will be awarded directly to Boren Scholars and Fellows by IIE.

The goal of this initiative is to enable U.S. students to show measurable proficiency gains in their target language after the completion of both the summer domestic and the overseas components of the program and to increase the number of U.S. students achieving advanced proficiency in these languages. For more information regarding RFLIs, applicants are strongly encouraged to visit <https://borenawards.org/>.

SUMMER INTENSIVE DOMESTIC COMPONENT

Curricular Design and Maximum Exposure to Language

Applicants must describe an effective curriculum design for proficiency-based language learning. Applicants should describe how planned programs will provide students with sustained exposure to language, with cultural preparation integrated into every component of the program. Existing summer language offerings may need to be enhanced to achieve the goal of producing students with measurable proficiency gains during the intensive summer program. IIE encourages applicants to consider a broad range of activities with respect to curricular design, instructional enhancements and student interventions in developing their project plan.

With the exception of French, there is no minimum proficiency requirement for Boren Scholars and Fellows who participate in the program. For French, Boren Scholars and Fellows must demonstrate a minimum proficiency level of Intermediate High on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) or ILR 1+ in order to be eligible to participate. Proposals must address how instruction will be provided to students with varying abilities in the target language.

Gaining higher level language proficiency during an intensive summer program can be accomplished by providing students with 1) well-trained language instructors, 2) well-designed curricular materials with solid grounding in all aspects of curriculum, including grammar, 3) sustained exposure to authentic language, and 4) the opportunity to use and practice the language in real-life situations. Therefore, applicants should provide a clear and detailed description of their curricular design that builds on current offerings and will maximize participants' exposure to and significant use of the target language with the goal of maximizing the number of students reaching advanced proficiency. Further, the successful applicant will describe strategies to immerse students in language outside the classroom, including providing options for participants to live in shared housing with language-focused time, and/or in close proximity to one another. The proposal should also outline what living arrangements are available for students who plan to bring a spouse or dependents with them to the summer domestic program.

Applicants must demonstrate that cultural preparation is integrated systematically into all core program components, identifying a minimum baseline to be achieved prior to students going overseas. Proposals should clearly articulate a plan to develop metrics and materials for integrating cultural preparation into the curriculum, drawing on existing resources such as the RFLI Cultural

Materials (<https://thelanguageflagship.tech/fci-about-app/>) and demonstrating a willingness to develop and integrate new materials in coordination with NSEP and IIE.

Assessment

Given that students will enter the summer program with varying levels of language skill, competencies and language learning backgrounds, applicants must explain how they will implement a rigorous assessment protocol that correctly places students within the program, tailors instruction to the strengths and weaknesses of the individual learner, is used to provide feedback to students and instructors, and is integrated into practices that lead to program improvements.

Boren award recipients with previous experience in the target language, either inside or outside of the classroom, will be required to take an Oral Proficiency Interview (OPI) conducted by Language Testing International (LTI), the exclusive licensee of the American Council on the Teaching of Foreign Languages (ACTFL) prior to the start of the summer program. All Boren awardees will be required to take an OPI at the conclusion of the domestic summer program, to be coordinated by the applicant who should plan to manage the administration of the tests to all RFLI students on the program in coordination with IIE, working with the established assessment providers. These proficiency tests will be administered at the end of the summer domestic program and again at the end of the fall overseas semester, as commercially available.

Experience In Language Programming

Applicants should describe any existing domestic intensive summer or academic year programs in the target language, including recent enrollment levels, and departmental and program structures. Proposals must clearly indicate how the proposed program will coordinate with and expand on existing target language resources, and should provide relevant post-program evaluation data, student proficiency data or other information that demonstrates the effectiveness of existing target language summer and academic year programs.

Applicants who do not have existing programs in the target language should instead describe their plan to implement a domestic intensive summer program, building on experience with other critical languages and similar programming and demonstrating through data the effectiveness of other critical language summer and academic year programs.

Academic Credit

The successful applicant must also describe the academic credit students will receive for participating in the domestic portion of the program and explain how the transfer of academic credit will be facilitated.

Participant Experience

Boren Scholars and Fellows represent a diverse cohort of both undergraduate and graduate students from across the United States. Awardees come from a wide range of U.S. institutions and have

diverse academic, professional, and personal backgrounds. All Boren awardees are committed to not only to enhancing their language skills and cultural knowledge but also to public service, working in positions critical to U.S. national security throughout the federal government for at least one year after they graduate.

The successful applicant will describe a plan to build cohort cohesion during the summer program. Proposals must describe how strong group dynamics will be fostered that will carry through the fall overseas program.

Proposals should describe students' housing arrangements. Successful applicants will ensure close oversight of selected housing to ensure adequacy of living conditions. Student living expenses for both the domestic and overseas programs will be reviewed annually to ensure they reflect annual inflation.

Applicants are responsible for monitoring the safety and security of program participants during the domestic program. They are expected to provide risk management and student support in accordance with policies and procedures of the domestic campus and in alignment with NSEP and IIE protocols.

OVERSEAS COMPONENT

Under each heading in this section, please be sure to include information regarding the site(s) of the overseas component of the program. Proposals must include overseas language instruction in the following countries: Advanced French in Sub-Saharan Africa, Hindi in India, Indonesian in Indonesia, Swahili in Kenya or Tanzania, Thai in Thailand, Turkish in Azerbaijan, and Vietnamese in Vietnam. Applicants should refer to the preferred countries list when considering the locations of the overseas sites: <https://borenawards.org/eligible-programs#countries>. The program must be hosted in countries that are rated at Level 1 or Level 2 on the State Department Travel Advisory system at the time of application. Students must be able to obtain a study visa issued by a country officially recognized by the United States.

Site Development

The successful applicant will serve as the study abroad provider for participating students and must partner with an overseas institution and/or program provider to deliver a semester-long overseas program that is articulated with the summer domestic program. Applicants must describe the partner or partners, which may include an overseas campus partnership with the applicant's university, and the location of the program site(s).

Applicants should describe in detail the overseas partner proposed and their past performance, and should provide any available evidence of program effectiveness, including pre- and post-program language proficiency results where available. If applicable, applicants should describe in detail the relationship with program partners including any memoranda of understanding or agreements in place between their institution and the partner. Criteria used to evaluate and select program providers or partners should be included. Proposals should also plan for post-program review.

Curricular Design and Maximum Exposure to Language

The successful applicant will describe a curricular model that builds upon the curriculum of the intensive summer domestic program, is able to accommodate students at various proficiency levels, and which successfully provides instruction and opportunities for students to make measurable proficiency gains. The applicant should also describe potential enhancements to the program that will develop linguistic, regional and cultural expertise. Such enhancements may include homestays; peer tutoring and/or language partners; content courses focusing on culture, history, and/or politics; excursions; short-term internships or service-learning opportunities. All components should build together to a common whole. Applicants should also address issues in language learning in a multi-lingual environment, where applicable, including basic “survival” instruction in any dominant local language necessary for day-to-day life.

The applicant must also describe the overseas institutional arrangements made to deliver language instruction in the target language, including information on instruction and contact hours, institutional leadership, and administrative arrangements.

The applicant should describe how the overseas component will provide students with sustained exposure to language and cross-cultural competency through 1) well-trained language instructors, 2) well-designed curricular materials with solid grounding in all aspects of curriculum, including grammar, 3) sustained exposure to authentic language and 4) the opportunity to use and practice the language in real-life situations. Therefore, the applicant should describe a curricular design that builds on strengths and will maximize participants’ exposure to and significant use of the target language. Further, the applicant will describe strategies to immerse students in language outside the classroom. Gaining cross-cultural competence can be accomplished through a variety of interventions, including one-on-one communication with tutors and home-stay experiences.

Applicants must demonstrate that the overseas curriculum is well-articulated with the summer domestic curriculum, and that cultural preparation continues to be integrated systematically into all core program components. Proposals should clearly articulate a plan to develop metrics and materials for integrating cultural preparation into the curriculum, drawing on existing resources and demonstrating a willingness to develop and integrate new materials in coordination with NSEP and IIE.

Housing

The applicant must describe students’ housing arrangements. Housing arrangements should provide students with opportunities for maximum exposure to language. The successful applicant will describe student housing, how the housing will be selected, and how housing arrangements will be monitored to ensure maximum language use and the safety and security of the students. The proposal should also outline what living and immersion arrangements are available for students who plan to bring a spouse or dependents with them in-country.

Assessment

The successful applicant must outline a plan for diagnostic assessment for appropriate student placement in the overseas programs. Given that students will enter the RFLI overseas programs

with varying levels of language skills, competencies and language learning backgrounds, applicants must explain how they will implement a rigorous assessment protocol that correctly places students within the program, tailors instruction to the strengths and weaknesses of the individual learner, is used to provide feedback to students and instructors, and is integrated into practices that lead to program improvements.

All participating students will be required to take an OPI conducted by Language Testing International (LTI), the exclusive licensee of the American Council on the Teaching of Foreign Languages (ACTFL), at the end of the summer intensive program and again at the end of the overseas program, alongside Reading and Listening tests funded and administered through IIE, working closely with established assessment providers. Applicants should outline a plan for coordinating and facilitating overseas proficiency testing for students, in coordination with IIE, as well as any additional diagnostic or interim language testing planned to facilitate placement and monitor progress.

Risk Management and Student Support

Risk management involving the safety and security of participants is extremely important. The successful proposal must demonstrate that the applicant (referred to in this section as “Program Administrator”) will be able to implement the following safety and security protocols for the overseas portion of the 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 students in country.
- The Program Administrator will ensure all 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 RFLI 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 that students obtain insurance that fulfills the following requirements:
 - Health;
 - Mental 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 RFLI 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 RFLI students and staff. Title IX reporting procedures must be followed 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 (PDO) for all students. The PDO should include coordination with IIE and DLNSEO, with IIE representatives attending and contributing to content and programming.

During Program

Emergency Procedures

- The Program Administrator will consult with IIE and NSEP in developing an emergency plan established on overseas programming best practices. The Program Administrator will coordinate with IIE and NSEP in the event of emergency and will ensure 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 students are required to depart the country as soon as possible.
- If NSEP determines that the program must depart due to safety or security concerns, all students are required to depart the country as soon as possible.

- The Program Administrator will coordinate with IIE and NSEP regarding communicating with students and will ensure that students depart the country as soon as possible.

Travel and Program Breaks

- The Program Administrator will enforce IIE and NSEP's policies regarding non-program-sponsored student travel.
 - 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 students traveling outside the host country:
 - Travel Dates
 - Destinations
 - Contact Information
 - Students must follow the requirements of the Program Administrator regarding restrictions on travel within the host country or to other countries based on State Department Travel Warnings or other considerations.
 - All travel outside the host country must also be confirmed with the Boren team at IIE.

Travel Alerts and Other Safety Situations

- The Program Administrator will ensure immediate communication with all 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 RFLI student while on program, the Program Administrator will immediately inform IIE.
- The Program Administrator will provide updates to IIE 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.

Academic credit

The successful applicant must also describe the academic credit students will receive for participating in the overseas portion of the program and explain how academic credit transfer will be facilitated.

Administration and Management

The administration and management of the overseas component is critical to ensure the articulation between the summer and overseas components, safety and well-being of participants, as well as the coordination of timely and accurate information for the sponsors. The proposal must address how the applicant will administer and manage the overseas component of RFLI.

The applicant must describe the administrative structure of the overseas component and describe how the applicant will interface with the overseas component on:

- Curricular design;
- Developing academic and other policies;
- Teacher training and supervision;
- Developing and announcing cost of attendance for participants;
- Organizing pre-departure orientations for students; and
- Ensuring the safety and security of participants by:
 - Educating students of the potential risks of studying abroad;
 - Providing resources for students if an issue arises;
 - Requiring appropriate insurance for students; and
 - Developing and implementing emergency evacuation plans.
- Fostering strong group dynamics building upon a foundation from the domestic program

The applicant must describe a robust plan for administering housing arrangements, including meals provided as part of the housing arrangements or program, facilitating international travel, and arranging visas and flights, where appropriate. The plan should include detailed information about how the applicant will monitor and provide support for the well-being of students on program.

GENERAL PROGRAM ADMINISTRATION

Leadership and Management

The administration and management of RFLIs is critical to ensuring the academic development and the safety and well-being of participants, as well as the coordination of program components and timely and accurate information to Program sponsors. The program administrator will serve as a communication hub between NSEP, IIE, the overseas program, and the Domestic Summer Program. The proposal must describe how the Overseas 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 to implement and manage the Program. The successful applicant must ensure program support regardless of personnel changes and challenges.

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 proposal must include on-the-ground academic leadership with the ability to design curriculum and implement both academic and programmatic changes. The proposal must also include high-level administrative staffing that can partner successfully with study abroad, financial aid, and Title IX offices, among others, to provide expert support. The proposal should outline policies and mechanisms for ensuring ethical and appropriate interaction of all academic staff including tutors and language partners with students.

The proposal must also include a position for an American citizen to serve as the Resident Director (RD) or similar position who is responsible for aiding students with all concerns regarding the Program. 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. The proposal must also outline the relationship of the Resident Director to the academic leadership on the ground and detail reporting lines for the RD.

Coordination and Articulation with IIE

Proposals must describe plans to collaborate with IIE to market and conduct outreach for the RFLIs. Applicants must also describe plans to coordinate directly with IIE on logistical aspects of the summer program. Specifically, the successful applicant will: 1) maintain a RFLI website that links to Boren information about the Initiative(s), 2) work with IIE to synchronize Boren Awards and university tuition payment schedules, and 3) coordinate the RFLI summer intensive program start date to align with major Boren events including the annual Boren Convocation each June. The Boren Awards announces selected recipients in mid-April each year, at which time IIE will share the relevant student information with the Program. Applicants should describe the process for coordinating onboarding of the selected RFLI student awardees, to include registration for summer domestic courses and housing.

SECTION 3: BUDGET GUIDELINES

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

Travel

- Fall Orientation: Travel for up to three staff members from U.S. institution to the meeting must be included in the budget for the planning period.
- RFLI Summit: Travel for one to two staff members from U.S. institution to the meeting in Washington, DC must be included in the budget each year. International travel should also be included for one representative from the overseas program to attend each year after the initial planning period.

Other Costs

- Assessment: The applicant should plan to manage the administration of the required tests to all RFLI students on the program in coordination with IIE, working with the established assessment providers. The cost of the required themselves should not be included in the proposed budget. Additional interim and diagnostic assessment should be included in the proposed budget.
- Honoraria: Honoraria or other forms of payment may be provided to staff from other Flagship Programs for consultation or evaluation work. Reimbursements for travel, per diem and lodging can be provided with approval. Additionally, honoraria may not be provided to U.S. or foreign government officials. Honoraria should not exceed \$125 per hour.
- 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 RFLI 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

Funds awarded under this solicitation will cover administrative costs associated with the development and implementation of the domestic summer intensive and fall overseas programs. Student costs will be provided to participants through individual Boren Scholarships and Fellowships, administered by IIE. Applicants should clearly indicate the anticipated per student costs (tuition and living expenses) for the RFLI domestic summer intensive and the fall overseas programs in an appendix to the proposal, as indicated in Section 5 of this solicitation. For the summer program the cost of attendance (COA) for students should not exceed \$8,000 and, for the fall semester the maximum COA is \$12,000. Applicants should describe their process for negotiating costs with overseas partners and/or providers to maximize savings and ensure continuity and reasonableness of costs over time. Applicants must also secure agreements or memoranda of understanding that will govern the partnership with the overseas provider.

The total of Boren Scholars and Fellows in each language varies by year and is based on the number of meritorious applications received each cycle. Based on historical trends, NSEP anticipates an initial cohort of approximately ~74 Boren awardees studying for the first year, estimating:

- 14 for French
- 9 for Hindi
- 9 for Indonesian
- 18 for Swahili
- 6 for Thai
- 12 for Turkish
- 6 for Vietnamese

Summer-only language offerings are anticipated to be approximately 3 Boren awardees per language.

SECTION 4: MERIT REVIEW PROCESS AND EVALUATION CRITERIA

MERIT REVIEW PROCESS

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

One or more RFLI awards will be made by IIE to the successful applicants. 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 Proposal Guidelines (Section 2) to fully address the below criteria.

EVALUATION CRITERIA FOR THE RFLIS

I. PLAN OF OPERATION

30 points

Proposals must describe in detail how the applicant will develop a summer intensive and semester overseas language program for the Flagship Language(s) Initiative. Details will include the proposed curricular approach, including the anticipated outcomes, as well as program administration. How well does the proposal:

- Clearly describe an effective plan for building on and/or developing an intensive 8-week summer program and a Fall overseas semester-long program?
- Clearly describe an effective curriculum design for proficiency-based language learning for both the summer intensive and overseas components that address language learners with diverse backgrounds and levels?
- Clearly describe how the domestic summer component will be articulated with the overseas component?
- Clearly describe a robust plan for administering the program, including administering housing, facilitating travel, and ensuring student well-being on the domestic and overseas programs.

II. MAXIMUM EXPOSURE TO LANGUAGE

15 points

Proposals will be evaluated on the degree to which the applicant incorporates formal and informal learning interventions into program plans. These include classroom instruction, group and individual tutoring, experiential and community learning, content-based language learning or other innovative approaches. How well does the proposal:

- Demonstrate innovative and effective means to provide students additional opportunities for practicing, enhancing and actively using the language during the 8-week summer period and the semester long overseas period outside of the classroom?
- Provide a housing plan that ensures that students have maximum exposure to language in a safe environment?

III. EXPERIENCE IN CRITICAL LANGUAGE PROGRAMMING

10 points

The successful applicant will provide evidence of past success in delivering high quality instruction in the target languages and/or other critical languages. How well does the proposal:

- Demonstrate instructional expertise in all aspects of curriculum, including grammar, and experience in the covered the target language(s) and/or other critical languages at domestic and overseas sites?
- Show clear evidence of experienced leadership capable of designing, implementing, and staffing innovative language programs at the domestic and overseas sites?
- Indicate institutional and instructional capability for developing or enhancing an intensive summer program in the covered languages and a semester long overseas program?
- Demonstrate reasonable access to needed resources such as classroom facilities, student housing, computer services, language labs and other support resources at the domestic and overseas sites?

IV. ASSESSMENT

10 points

Proposals will be evaluated on the degree to which the applicant incorporates formal and informal assessments into program plans. How well does the proposal:

- Clearly describe a diagnostic assessment system that will be used to place students in the correct levels?
- Lay out a clear plan to assess student, instructor, and program performance in order to provide feedback and make program improvements?

V. RISK MANAGEMENT AND STUDENT SUPPORT

15 points

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

- Address fostering group cohesion and positive group dynamics throughout the program?

- Clearly describe selection and monitoring of selected housing for safety and security?
- Address pre-overseas program safety and security protocols?
- Address during domestic and overseas program safety and security protocols?

VI. COORDINATION AND ARTICULATION

15 points

Proposals will be evaluated on the degree to which the applicant demonstrates the ability to effectively work with other RFLI partners. How well does the proposal:

- Indicate the capability for coordinating administrative elements between the domestic and overseas sites and with IIE?
- Indicate the capability for curriculum articulation between the domestic component and the overseas component?
- Lay out a plan for how many credit hours and the process by which credit will be provided to students for the domestic and overseas portions of the program?

VII. 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.

- 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 that to be qualified, a potential recipient must:

- a. Have the management capability and adequate financial and technical resources, given those that would be made available through the grant or cooperative agreement, to execute the program of activities envisioned under the grant or cooperative agreement.

- b. Have a satisfactory record of executing such programs or activities (if a prior recipient of an award).
- c. Have a satisfactory record of integrity and business ethics.
- d. Be otherwise qualified and eligible to receive a grant or cooperative agreement under applicable laws and regulations (see § 22.420(c)).

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

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

SECTION 5: APPLICATION PROCEDURES

PROPOSAL CONTENT

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

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

1. Transmittal letter from the applicant institution's Sponsored Projects/Research Office.
2. Title page.
3. Table of Contents with interactive links to the corresponding pages.
4. Abstract of no more than 250 words.
5. Proposal Narrative that responds to the guidance provided in this solicitation and in the selection criteria for. Proposals that include summer and fall instruction for up to four (4) languages (French, Hindi, Indonesian, Swahili, Thai, Turkish, and Vietnamese) have a page limit of twenty-five (25) pages. An additional five (5) pages per additional language (French, Hindi, Indonesian, Swahili, Thai, Turkish, and Vietnamese) is permissible.
6. Appendix A: A program timeline that indicates the faculty and/or staff members who are responsible for each task.
7. Appendix B: Anticipated per student costs for the summer intensive program and the fall overseas semester program. For summer the maximum COA for students is \$8,000 and, for the fall semester the maximum COA is \$12,000. COA should include both program costs and living expenses that remain with the student. COA estimates must be itemized and include detailed information on the following (if included): tuition, program fees, room and board, books and materials, excursion fees, visa costs, international and local travel, and student living expenses including but not limited to meals not provided through the program or housing set up, local travel, and books and supplies. Short explanations should be provided for each cost category supporting how estimates were calculated. Student living expenses for both the domestic and overseas programs will be reviewed annually to ensure they reflect annual inflation. If tuition is included in the cost of attendance, the applicant must describe what is covered under tuition costs in detail. Applicants should ensure there is no duplication of cost categories across the student COA and administrative budget.
8. Appendix C: A list of key individuals involved in the development and management of the RFLI. The list should include complete contact information, including mail and email addresses, and telephone numbers.
9. Appendix D: Short curriculum vitae of no more than *three* pages for key lead individual involved.
10. Appendix E: Letters from university leadership, overseas partners, and key campus partners such as study abroad and Title IX offices indicating willingness to support this project.

BUDGET CONTENT

A complete budget should include the following:

1. Budget Summary
2. Itemized Budgets for the Program and Subrecipients (if applicable)
3. Budget Narratives for the Program and Subrecipients (if applicable)

Using the budget template found at <https://www.thelanguageflagship.org/content/programs-and-competitions> to a detailed, line-item budgets. The Excel template includes the planning and coordination period, and an annual program cycle as detailed under Section 1: Overview. The Excel template consists of multiple sheets. By entering data into the sheet entitled “RFLI Itemized Budget” and “Subrecipient Itemized Budget” the sheet entitled “Summary Budget” will auto-populate. The proposal must be accompanied by the budgets listed above, and corresponding budget narratives, that include sections for domestic support (salary, travel, etc. for U.S.-based activities) and sections for the overseas site. Please ensure that each line item is thoroughly justified in the budget narrative. The budget narrative should include a breakdown of the expenses, if not specified in the detailed budget, 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 line notes is fringe. In the case of fringe benefits, a summary description can be used. Additionally, a link to the university’s fringe benefits rates and policies should be provided. If this information is not available online, provide a copy of the relevant documents with the budget narrative.)
- b. Include a clear description of responsibilities for any budget requests for salary support or contracted time. Descriptions should be concise.
- c. For each staff position, state whether it is fixed fee, hourly or salaried.
- d. If faculty are included in the 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 who will be travelling, the estimated number of days for the trip, and provide a breakdown of costs for each trip.
- g. Explain the basis for estimating the costs of professional personnel salaries and wages, including annual salary or hourly wage rate and percentage of staff time; employee benefits per person, including rates and percentage of staff time; employee travel per person/per trip;

consultants and subcontracts, including non-employee travel; materials and supplies; other costs, including printing, telephone expenses and equipment rental; and indirect costs.

- h. Explain how the major cost items relate to the proposed activities.
- i. Provide a link to the university's Negotiated Indirect Cost Rate Agreement (NICRA). If this information is not available online, provide a copy of the relevant documents with the budget narratives.

APPLICATION FORMAT

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

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

ADDITIONAL INFORMATION

A Technical Assistance Webinar will be held to field questions regarding this solicitation at the date and time listed on the cover page of this document.

To participate in the webinar, please register using the following link:

https://www.zoomgov.com/webinar/register/WN_P9mcFmH9Sd24ZfWmxsj3AQ

Applicants are encouraged to participate in the scheduled webinar. Applicants may also submit questions to flagship@iie.org. Questions will be answered by e-mail and will be included in a Q&A document, which will be posted to <http://www.thelanguageflagship.org/content/programs-and-competitions> and updated periodically. Questions and answers addressed in the scheduled webinar will be added to this document. As necessary, telephone calls may be scheduled to answer questions that are more complex. A final version of this document will be posted on or before the date listed on the cover page of this document.

Information about The Language Flagship can be found at <https://www.thelanguageflagship.org/> and the Boren Awards at <https://www.borenawards.org>.

TRANSMISSION INSTRUCTIONS

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

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

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 Serving Institutions are encouraged to apply.