THE LANGUAGE FLAGSHIP
Creating Global Professionals

Request for Proposals

Overseas Flagship Russian Capstone Program

Application Guidelines

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PREFACE

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

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

The Language Flagship has already achieved national success in launching new and innovative programs of advanced instruction in Arabic, Chinese, Korean, Persian, Portuguese, Russian, and Turkish. Through this solicitation, we hope to identify and invest in an Overseas Russian Flagship Capstone Program.

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 the Overseas Flagship Russian Capstone Program in Kazakhstan. Applicants may propose consortial arrangements with other IHE's and / or partner with other study abroad providers in developing overseas programming elements.

The Language Flagship

The Language Flagship is a partnership between the Department of Defense and U.S. IHEs with the mission of creating new models of language learning that produce college graduates with professional-level or Interagency Language Roundtable Level 3 (ILR 3) proficiency in Arabic, Chinese, Korean, Persian, Portuguese, Russian and Turkish.

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.

Flagship Program leaders are nationally recognized individuals in second language education who have been engaged with innovative language education research and materials development.

The objectives of The Language Flagship are to:

- Strengthen programs for undergraduate students of all majors and disciplines that teach Flagship target languages to the professional level (ILR 3) and beyond to improve the national pool of U.S. citizens who are proficient in critical languages;

- Provide students at all levels with opportunities and additional support for language learning leading to professional-level proficiency;

- Provide students at all levels with expertise in the culture of the regions where Flagship target languages are spoken with the goal of producing Flagship graduates who are not only language proficient but also culturally knowledgeable and aware;

- Integrate effective use of language learning technology into pedagogy and student learning tools;

- Articulate Domestic Flagship Program instruction with high-quality instruction in Overseas Flagship Centers;

- Increase Flagship undergraduate student enrollment, retention and completion rates;

- 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 commitments to improving language learning.

Russian Flagship Programs

The Language Flagship currently has eight (8) Domestic Flagship Undergraduate Russian Programs located at Bryn Mawr College, Indiana University, Portland State University, University of California-Los Angeles, University of Georgia, University of North Carolina, University of Wisconsin-Madison, and the Virginia Polytechnic and State University.

Domestic Flagship Russian Programs are responsible for recruiting students into the Flagship program and developing a curriculum that ensures students are at an advanced level of proficiency/ ILR 2 prior to being admitted into an Overseas Flagship Capstone Program. Domestic Flagship Programs also provide students with literature, history, politics, and media courses; domain training; and opportunities for students to gain cultural knowledge through coursework, self-reflection and self-learning, and through other means.

Overseas Flagship Capstone Programs are responsible for building on Flagship best practices by developing and implementing an intensive curriculum that successfully enables students to progress from an advanced proficiency level of proficiency/ ILR 2 to a superior level of proficiency/ ILR 3 in 9 to 12 months. 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 in the target language, living arrangements that deepen students linguistic and cultural knowledge, and extracurricular activities that deepen students' knowledge of their host country. The successful applicant for this initiative will take the lead in developing the program curriculum in partnership with the Flagship domestic programs. They will also serve as the study abroad provider to the Domestic Russian Flagship Programs.

Undergraduate Overseas Study Requirements

Admissions requirements for the Overseas Capstone Program are determined by standards set by Domestic Flagship Program 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.

Funding for Overseas Russian Flagship Program

Institutional funding will be administered by IIE, which anticipates making one cost-reimbursable award up to a total of $200,000 for the first five-month period when the Program is in its planning and development phase and $800,000 per project period for up to four years thereafter for implementation and management of the Program.

Funding is contingent on the successful review and approval of an institution's response to this solicitation; the availability of funds; and the viability of establishing a fully operational overseas program based on conditions at the time of the final funding decision prior to the beginning of the grant period. Support will be made available by project year contingent upon Program performance, funding availability, and priorities identified by The Language Flagship.

Project Timelines

IIE anticipates making one award over a total of five (5) project periods. The first project period, which encompasses the preparation and planning phase, will last five (5) months. Each project year thereafter will receive funding for periods of 12 months each. The first project period will begin on or around January 1, 2021. Subsequent project periods will begin June 1 and end May 31. Applicants will address important outcomes and timetables in their proposals for the following periods:

Project Period 1: January 1, 2021 – May 31, 2021

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

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

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

Project Period 5: June 1, 2024 – May 31, 2025

SECTION 2: PROGRAM GUIDELINES

The purpose of this solicitation is to award funding to an Institution of Higher Education (IHE) to manage and implement a 9 to 12 month Overseas Russian Flagship Capstone Program in Kazakhstan. The meritorious applicant will serve as the study abroad provider for existing Domestic Russian Flagship Programs.

Applicants must address and will be evaluated on:

1. Partnership with Overseas Institution/Institutions;
2. Program and Curricular Design;
3. Plans for Articulation with Domestic Russian 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.

The first period of this award will be used for planning and curriculum development. Starting in summer or early Fall of 2021, the successful applicant must be able to admit students and implement and manage the Overseas Flagship Russian Capstone Program, as described in these guidelines.

Partnership with Overseas Institution(s)

The successful applicant will describe the overseas institution(s) proposed to host the Overseas Russian Flagship Capstone Program. The successful applicant will explain why the applicant chose the proposed institution and why the institution is a good location for the Russian Flagship Capstone Program. Some considerations include leadership to support 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. Applicants should plan for a formal exchange or memorandum of understanding (MOU) agreement with mechanisms for credit transfer. The applicant should leverage existing partnerships to increase access to the program through a negotiated student Cost of Attendance. The target student Cost of Attendance is $24,000 or lower for the full program. The applicant should provide evidence of support from the proposed overseas partner institution. Benefits resulting from a formal exchange agreement such as mechanisms to expedite credit transfer and lower tuition costs, or other institutional support must be described.

Program and Curricular Design

The Language Flagship is seeking proposals for an Overseas Russian Capstone Program 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 Russian. Students must take 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 target number of students is 40 per year with capacity to scale up to 80 students in a cost sustainable way.

Curricular Design

The successful applicant will provide curricular leadership of the Overseas Flagship Russian Capstone Program. The proposal will describe a dynamic curricular design that is able to transition students from ILR 2 to ILR 3 in speaking, listening, and reading upon completion of the Program. The curriculum design must also focus on writing and ensure that all students' writing skills are strong enough for students to operate in a professional environment in Russian. Applicants must propose an intensive and well-integrated program with not less than 25 hours per week of formal instruction, in addition to significant semi-structured time in language each week via components such as the internship, immersive living/ learning, cultural events, language partners, and individualized practice. All components should build together to a common whole.

The proposal must describe the pedagogical and instructional methodologies to be implemented in the proposed Overseas Russian 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 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 the Central Asia region. As such, the curriculum must also include at least one semester of beginner's Kazakh language instruction to build upon the foundational Kazakh preparation students will receive as part of their domestic program.

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 practice language individually or in small groups for three to five hours per week. Tutors, language partners, and/or academic partners should come from similar domain backgrounds as the students. The successful applicant will describe the structure of this component including how partners delivering this element will be selected, trained and supervised; and how this component fits into the overall curricular design.

The proposal must describe how the Program will use diagnostic assessments to place students in the appropriate classes and 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, students will have different linguistic strengths and weaknesses.

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 Flagship-developed tests in reading and listing. 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 also provide a plan for video recording of student

presentations of a final capstone research or internship project.

The proposal must demonstrate that there is adequate teaching staff and capacity for providing the curricula described and any additional support required for 40 students, with scalable capacity for up to 80 students. The Flagship approach to pedagogy is student centered and proficiency driven. Teaching staff must be experienced, credentialed, and supervised by an appropriate-level academic leader that provides oversight and professional development on-site. The proposal must describe how teaching staff will bring or 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 ongoing opportunities to develop professionally. Ideally, faculty will be dedicated to Flagship and available to commit to the program long term.

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. Proposals must describe how they intend to negotiate with the host institution to increase space if necessary, as the projected number of participating students increases.

Direct Enrollment Opportunities

The successful applicant must outline a plan for identifying courses and securing direct enrollment opportunities at the host institution to 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 has been designed for local students enrolled at the host institution. By participating in a direct enrollment course, Flagship students can 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 as a whole. The proposal must also address how internships will be monitored, including regularly scheduled feedback from internship supervisors and students. In addition, describe how the Program will increase the number and types of internship opportunities as the number of students participating in the Flagship program increases. Students should participate in no less than 200 internship hours during the program.

Immersive Living Environments

A key component of The Language Flagship Overseas Capstone model is providing students with an immersive living environment where the target language is used at all times. This can be achieved through homestays or arranging for students to have host country roommates. The proposal must describe the types of immersive living options that will be arranged for Flagship students, including the process by which families and/or roommates are selected; and how the applicant will

monitor living environments to ensure the health and safety of the Flagship students. The successful applicant must also describe plans to increase the pool of living spaces, families, and/or roommates as the number of students participating in the Flagship program increases. 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.

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 speakers on topics related to culture, history, politics, etc. in the target language; cultural activities, and travel to relevant cultural and historical sites in the host city and beyond. Co-curricular activities must be linked to coursework in a strategic and meaningful way. The successful applicant will describe how any anticipated cultural excursions will be integrated into the overall academic program.

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 in-country and, if required, adjust the Program design and the components of the Program design to fit the needs of the students and The Language Flagship program. Academic leadership for the Program must have reporting lines directly to the program administrator.

Articulation with Domestic Russian Flagship Programs

The successful applicant will coordinate with Domestic Russian Flagship Programs to ensure that the Overseas Program's curriculum is articulated with that of the Domestic Russian Flagship Programs. The proposal must describe how the applicant will coordinate with all of the Domestic Russian Flagship Programs on curricular and materials development and on curricular improvements. Stakeholder input from participants, partners, and the Domestic Russian Flagship Programs must be well integrated into annual program evaluation and improvements.

Risk Management and Support

Risk management involving the safety and security of Flagship participants is extremely important. The successful proposal must demonstrate that the applicant will be able to implement the following safety and security protocols for the Overseas Flagship Program they will manage as the study abroad provider to multiple domestic programs:

Pre-Program

Visas
- The Program Administrator will facilitate invitations and support students in ensuring timely

receipt of student visas.

Embassy Notification and 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:
  o Work, mobile, and home numbers, as well as email addresses for all Program Administrator staff;
  o Regular, alternate, and emergency contact information for all Overseas Program personnel; and,
  o 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:
  o Health;
  o Accident;
  o Repatriation;
  o Medical and non-medical evacuation, including for reasons of war, civil unrest, and natural disasters; and,
  o 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 Administer must be able to provide reasonable accommodation to students with disabilities.
- The Program Administer 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 Russian Flagship institutions and 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 a required Flagship Safety and Security Webinar hosted by IIE prior to departing for the Overseas Flagship Program.

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, NSEP, and Domestic Flagship campuses to 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.
- If NSEP determines that the program must depart due to safety or security concerns, 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 enforce IIE and NSEP's policies 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.

<u>Sponsor Notification</u>
- 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.

<u>NSEP Decisions</u>
- 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 program administrator will serve as a communication hub between NSEP, IIE, the overseas program, and the Domestic Russian Flagship Programs. The proposal must describe how the Overseas Russian 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 to implement and manage the Program. The successful applicant must ensure program support regardless of personnel changes and enhancements to 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 proposal must include on-the-ground academic leadership with the ability to design curriculum and implement both academic and programmatic changes. The proposal must 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 mechanism for ensuring ethical and appropriate interaction of all academic staff including tutors and language partners with undergraduate Capstone 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 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. The proposal must also outline the relationship of the Resident Director to the academic leadership on the ground. The Resident Director must be a U.S. citizen on a work or business visa or other visa status that allows for the conduct of the required duties. Please describe proposed visa arrangements for the U.S. Resident Director in the proposal.

Logistics for Participation in the Overseas Russian 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, including arranging student visas, travel, temporary housing, etc.

Communication and Coordination

The successful applicant will be responsible for regular communication and coordination with Russian Flagship Domestic Programs, Russian 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 about overseas orientations, the operational environment, composition of the overseas academic program, overseas program requirements and expectations; and on the cost of attendance. The applicant should plan for monthly overseas program meetings with NSEP and IIE staff.

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 coordinate 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 Russian Flagship Capstone application and selection process, which includes all Russian Flagship Programs. The successful applicant will attend a Russian Flagship Capstone selection meeting with NSEP, IIE, and other Russian Flagship Programs. They will coordinate, prepare, and present materials on Program updates, status and capacity. Once students have been selected and admitted to the Russian 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 home stay/residential life components. The successful applicant will discuss how the proposed

evaluation plan will be created in partnership with Domestic Russian Flagship Programs, shared with relevant stakeholders, and used for ongoing programmatic and operational improvements.

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

- The Language Flagship Annual Meeting (May, location TBD): Travel for one staff member from the overseas partner institution to the meeting must be included in the budget each year.

- Directors Meeting (Fall, location TBD): Travel for one staff member from the overseas partner institution to the meeting must be included in the budget each year.

- Capstone Selection Meeting (February, Washington, DC): Travel for one staff member from the overseas partner institution to the meeting must 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. The target student Cost of Attendance is $24,000 or lower for the full 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 in detail.   Total tuition charged to students typically should not exceed $8,000 unless these costs

cover all instruction and instruction is not included in the operational budget. Typically, operational funds are used to cover the majority of necessary staffing, instruction, and facilities needed for the program.

SECTION 4: MERIT REVIEW PROCESS AND EVALUATION CRITERIA

Merit Review Process

Proposals will be evaluated by a merit-review panel organized by the Institute of International Education (IIE). The panel, which may include outside evaluators from academia, the private or federal sectors, or other individuals knowledgeable in the field, will rank proposals and make recommendations. Final funding decisions will be made by the National Security Education Program (NSEP), 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 to fully address the below criteria.

Evaluation Criteria

The following evaluation criteria will be used to assess proposals:

I. Partnership with overseas institution/institutions: 10 points

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

- Describe why the applicant selected the overseas institution/institutions? Does the proposal describe how 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/institutions?
- Describe the relationship between the applicant and the host institution(s) and if the applicant has developed a formal exchange agreement with mechanisms for credit transfer? Does the applicant describe any benefits conferred from a well negotiated agreement with the host institution?
- Does the applicant provide evidence of support from the proposed overseas partner institution(s)?

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 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 Russian? Does the proposal discuss opportunities for students to engage in the equivalent of 25

classroom hours per week and extensive weekly practice time? Does the curriculum include a semester-long Kazakh language course? Does the curricular design describe pedagogical and instructional methodologies to be incorporated in 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 the Central Asia region?

- Describe the tutoring component of the Program? Does the proposal discuss opportunities for students to practice their language for three to five hours per week? Does the proposal describe how the language partner / 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 and supervised by a qualified academic? Does the proposal demonstrate that there is adequate qualified, credentialed teaching staff and capacity? Does the proposal describe how teaching staff will obtain the appropriate on-the-ground 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? Does the proposal describe how the host institution will provide additional classroom space as the number of students participating in the Program increases?

- 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 at least 200 internship hours 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 the process by which families and/or roommates will be selected? Does the proposal describe how living environments will be monitored? Does the proposal describe how the pool of living spaces will be increased as the number of flagship students participating in the Program grows?

- Describe the co-curricular activity that will be incorporated into the Program design and linked to coursework 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 Russian Flagship Programs   **15 points**

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

- Describe how the applicant will coordinate with all the Domestic Russian 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 safety and security protocols during the program?

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 as the study abroad provider for the Domestic Russian Flagship Programs? Does the proposal address the roles and responsibilities of the 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? Does the proposal demonstrate strong partnership with the study abroad, financial aid, and Title IX offices?
- Describe the logistical support provided to students?
- Describe the communication and coordination with all Russian Flagship Domestic Programs, Russian 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?
- Describe the plan for placing a U.S. citizen Resident Director on-site?

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 that to be qualified, a potential recipient must:

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

b. Have a satisfactory record of executing such programs or activities (if a prior recipient of an award).

c. Have a satisfactory record of integrity and business ethics.

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

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

1. The International Air Transportation Fair Competitive Practices Act (Fly America Act) of 1974 (49 U.S.C. 40118) and the interpretative guidelines issued by the Comptroller General of the United States in the March 31, 1981, amendment to Comptroller General Decision B138942

2. DoDGARs Part 32, "Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations"

3. 2 CFR 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards"

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

SECTION 5: APPLICATION PROCEDURES

Proposal Content

Information outlined in the previous sections provides guidance regarding required components of proposals being submitted to IIE. Proposals that fail to include required sections may not be accepted or reviewed. Additional materials and appendices outside of those listed below **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 500 words.
4. Proposal narrative of no more than forty (40) pages that contains a plan that clearly describes the administrative and programmatic components of an Overseas Flagship Program, emphasizing the foci described in the solicitation guidelines.
5. Appendix A: a program development timeline that indicates the faculty and/or staff members responsible for each task.
6. Appendix B: a projected annual timeline of programmatic and administrative activities.
7. Appendix C: a curricular plan that outlines the proposed curricular design.
8. Appendix D: a list of key individuals directly involved in the further development and management of the Overseas Flagship Program, including key partners across the institution.
9. Appendix E: short curricula vitae of no more than three pages for each lead individual involved in the Overseas Flagship Program and "mini-bios" for other key individuals.
10. Appendix F: the anticipated academic year cost of attendance estimates for the Overseas Flagship Program. The target student Cost of Attendance is $24,000 or lower for the full 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. Tuition typically will not exceed $8,000 per student. If significant tuition is included in the cost of attendance, the applicant must describe what is covered under tuition costs in detail and certify that significant instructional costs are not also present in the operational budget.

Budget Content

A complete budget should include:
1. Budget Summary
2. Itemized Budgets for the Overseas Flagship Program and Subrecipient
3. Budget Narratives for the Overseas Flagship Program and Subrecipient

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 three sheets. By entering data into the sheet entitled "Overseas Program Itemized Budget" and "Subrecipient Itemized Budget" the sheet entitled "Summary Budget" will auto-populate. Additionally, submit narrative budget justifications encompassing separate timeframes. The first Overseas Flagship Program and Subrecipient budget justifications should correspond to

the January 1, 2021 through May 31, 2021 budget. The second Overseas Flagship Program and Subrecipient budget justifications should cover the additional four project periods.

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 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 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: 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

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

Following the webinar, a Questions and Answers document will be posted to:

*   http://www.thelanguageflagship.org/content/programs-and-competitions; and
*   https://www.iie.org/Work-With-Us/Subawards-Procurements/Solicitations-for-Subaward-Opportunities

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

Questions must be received no later the date listed on the cover page of this document. The final version of the Questions and Answers document will be published on or before August 31, 2020.

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

Transmission Instructions

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

The Language Flagship
National Security Education Program
Institute of International Education
1400 K Street, NW, Suite 700
Washington, DC 20005
[Telephone for delivery services: 202-898-0600]

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

The **DEADLINE FOR RECEIPT** of both paper and email submissions is **4:30 p.m. (ET), Monday, September 14, 2020.** The burden of timely delivery is the applicant's. Proposals received after the deadline will be disqualified.