



THE LANGUAGE FLAGSHIP

Creating Global Professionals

AFRICAN FLAGSHIP LANGUAGES INITIATIVE

Request for Proposal and Application Guidelines

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SECTION 1: REQUEST FOR PROPOSALS OVERVIEW

The Institute of International Education (IIE) is pleased to provide application materials for the African Flagship Languages Initiative (AFLI), 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 Akan/Twi, French, Swahili, Wolof and Zulu for students selected through the NSEP-sponsored Boren Scholarships and Fellowships competition. 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.

AFLI is designed to increase the number of Boren Scholars and Fellows engaged in the study of Akan/Twi, French, Swahili, Wolof and Zulu. Its 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 major African languages.

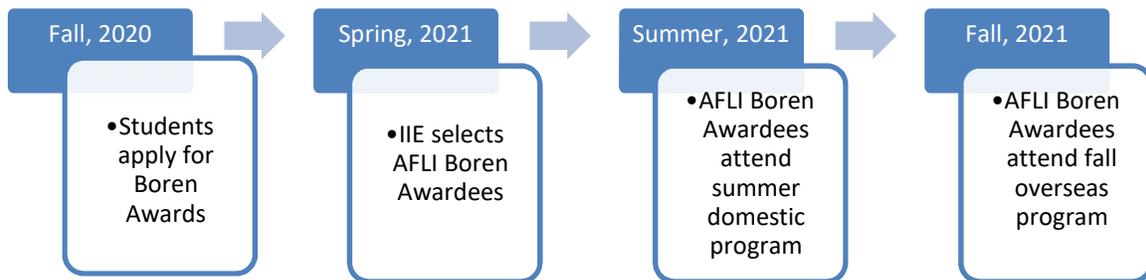
SECTION 2: PROPOSAL GUIDELINES

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 an AFLI program. Successful proposals will demonstrate capacity to provide domestic intensive summer language instruction in Akan/Twi, French, Swahili, Wolof and Zulu, followed by fall overseas language instruction in French and Swahili at a variety of levels.

GENERAL

AFLI will offer students selected through the Boren Scholarship or Boren Fellowship competitions the opportunity to deepen their knowledge of and experience with African languages and cultures. Boren Scholars and Fellows participating in AFLI will study a targeted language covered under this initiative and enhance their proficiency by completing an intensive domestic summer language 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 AFLI Fall semester. The optional Spring semester is covered under the Boren award, but is not part of the responsibility of the AFLI grantee.

2021 AFLI Program Cycle



IIE is seeking proposals to develop an articulated language program that is comprised of summer domestic intensive language instruction in all of the African languages covered in this initiative and Fall overseas language instruction in two locations for French and Swahili. 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 in French and Swahili. Students pursuing languages other than French and Swahili will complete an independently-selected Fall overseas program. Applicants should refer to the 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. 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 the intensive summer program and Fall overseas program. 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 major African languages. For more information regarding AFLI, 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) in order to be eligible to participate. Thus, 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 levels. 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 and/or in close proximity to one another.

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 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.

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.

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 academic credit will be facilitated.

OVERSEAS COMPONENT

Under each heading in this section, please be sure to include information regarding the two sites of the overseas component of the program. Applicants should refer to the preferred countries list when considering the locations of the overseas sites for French and Swahili:

<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. 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 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 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 current offerings, 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 competency 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 AFLI 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. Applicants should outline 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 AFLI 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;
 - Accident;
 - Repatriation;
 - Medical and non-medical evacuation, including for reasons of war, civil unrest, and natural disasters; and,
 - Coverage for the entirety of the AFLI 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 AFLI students and staff. Title IX reporting procedures must be established 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.

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 an AFLI student while on program, the Program Administrator will immediately inform both IIE and NSEP.
- The Program Administrator will provide updates to IIE and NSEP until the situation is resolved.

NSEP Decisions

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

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 will be facilitated.

ADMINISTRATION/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 AFLI.

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.

The applicant must also describe how the program will administer housing arrangements and facilitate international travel, including visas and flights, where appropriate.

GENERAL PROGRAM ADMINISTRATION

LEADERSHIP AND MANAGEMENT

The administration and management of AFLI 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 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 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.

COORDINATION AND ARTICULATION WITH IIE

Proposals must describe plans to collaborate with IIE to market and conduct outreach for AFLI. Applicants must also describe plans to coordinate directly with IIE on logistical aspects of the summer program. Specifically, the successful applicant will: 1) maintain an AFLI website that links to Boren information about the Initiative, 2) work with IIE to synchronize Boren Awards and university tuition payment schedules, and 3) coordinate the AFLI summer intensive program start date to align with any major Boren events.

PROJECT TIMELINES

IIE anticipates making an initial award under this solicitation for the period January 1, 2021 through December 31, 2021. The award will cover work undertaken to plan and implement both the 2021 domestic summer intensive program and the 2021 semester overseas program. The domestic summer intensive program must last a minimum of 8 weeks. Proposed program dates must consider the availability for summer study of students from different regions of the U.S. and any major events or activities for Boren award recipients.

FUNDING

Institutional funding for one African Flagship Languages Initiative will be administered by IIE. Total funding of up to \$675,000 for the African Flagship Languages Initiative is available for the initial award period of January 1, 2021 through December 31, 2021.

Successful applicants may be eligible for two additional years of grant support (January 1, 2022 – December 31, 2022; January 1, 2023 – December 31, 2023), contingent upon success of the program and the future availability of funds for the African Flagship Languages Initiative. This solicitation does not guarantee future funding.

Funds awarded under this solicitation will cover administrative costs associated with the development and implementation of the domestic summer intensive and Fall overseas programs. All 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 AFLI domestic summer intensive and the Fall overseas programs in an appendix to the proposal, as indicated in Section 4 of this solicitation. For the summer program the target cost of attendance (COA) for students is \$7,000 and, for the Fall semester the target COA is \$10,000.

NSEP anticipates an initial cohort of approximately 40 Boren awardees studying for the first year, estimating 20 awardees in Swahili, 15 in French and 5 combined for Akan/Twi, Wolof, and Zulu.

SECTION 3: 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 AFLI 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 Proposal Guidelines (Section 2) to fully address the below criteria.

EVALUATION CRITERIA FOR AFLI

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 African Flagship Languages Initiative. Details will include the proposed curricular approach, as well as the anticipated outcomes. 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?
- Clearly describe how the domestic summer component will be articulated with the overseas component?

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 AFRICAN LANGUAGE PROGRAMMING

10 points

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

- Demonstrate instructional expertise in all aspects of curriculum, including grammar, and experience in the covered African languages at the 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 African languages and a semester long overseas program in French and Swahili?
- 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 safety and security protocols described in the application guidelines. How well does the proposal:

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

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 AFLI 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 and the ability to accomplish the proposed activities with the requested level of funding. The proposed program should be cost-effective and reasonable. All costs must meet the 2 CFR 200 requirement for allowability. How well 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?
- Include an adequate budget and budget narrative to support the project activities with costs reasonable in relation to investment?

MINIMUM STANDARDS

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

To be qualified, a potential recipient must:

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

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

- a) 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
- b) DoDGARs Part 32, “Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations”
 - c) 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 4: 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. One-page Abstract of no more than 250 words.
4. Proposal Narrative of no more than 25 pages that responds to the guidance provided in this solicitation and in the selection criteria.
5. Appendix A: A program timeline that indicates the faculty and/or staff members who would be responsible for each task.
6. Appendix B: Anticipated per student costs for the summer intensive program and the Fall overseas semester program. For summer the target COA for students is \$7,000 and, for the Fall semester the target COA is \$10,000. 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, 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.
7. Appendix C: A list of key individuals involved in the development and management of AFLI. The list should include complete contact information, including mail and email addresses, and telephone numbers.
8. Appendix D: Short curriculum vitae of no more than *three* pages for key lead individual involved.
9. 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> prepare a detailed, line-item budget. The Excel template consists of multiple sheets. By entering data into the sheet entitled "AFLI 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 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 send an e-mail to flagship@iie.org indicating the name(s) and e-mail address(es) of the participant(s). Applicants will receive confirmation emails with instructions for registering for the webinar.

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

- <https://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.

Final 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 September 16, 2020.

Information about The Language Flagship can be found at: <https://www.thelanguageflagship.org/>

TRANSMISSION INSTRUCTIONS

The completed proposal, including the budget, all appendices and attachments must be submitted electronically to flagship@iie.org as a single pdf attachment.

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