



THE LANGUAGE FLAGSHIP

Creating Global Professionals

Request for Proposals

Overseas Flagship Capstone Programs

Application Guidelines

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PREFACE

The Institute of International Education (IIE) is pleased to provide application guidelines to develop Overseas Flagship Capstone Flagship Programs in Arabic, Chinese, Korean, Portuguese, and Russian. 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).

NSEP was created by Congress in 1991 to develop a pipeline of foreign language and culture expertise for the U.S. federal government workforce. NSEP represents an investment in vital expertise in languages and cultures critical to U.S. national security.

The Language Flagship has achieved national success in launching new and innovative programs of advanced language and culture instruction. Through this solicitation, we hope to identify and invest in the continued development of Overseas Flagship Capstone Programs in Arabic, Chinese, Korean, Portuguese, and Russian.

More information about the Flagship program and the current Overseas Flagship Capstone Programs can be found at www.thelanguageflagship.org.

SECTION 1: OVERVIEW

The Institute of International Education (IIE), acting as the administrative agent of the National Security Education Program (NSEP) for The Language Flagship, seeks proposals from U.S. institutions of higher education (IHEs) to develop and implement Overseas Flagship Capstone Programs for Arabic (Morocco), Chinese (Taiwan), Korean (South Korea), Portuguese (Brazil), or Russian (Kazakhstan).

The Language Flagship

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

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 or Domestic Flagship Centers.

The objectives of The Language Flagship are to:

- Strengthen programs for undergraduate students of all majors and disciplines that teach Flagship target languages to the professional level (ILR 3) and beyond to improve the national pool of U.S. citizens who are proficient in critical languages;
- Provide students at all levels with opportunities and additional support for language learning leading to professional-level proficiency;
- Provide students at all levels with expertise in the culture of the regions where Flagship target languages are spoken with the goal of producing Flagship graduates who are not only language proficient but also culturally knowledgeable and aware;
- Integrate the effective use of language learning technology into pedagogy and student learning tools;
- Articulate Domestic Flagship Program instruction with high-quality instruction in Overseas and Domestic Flagship Centers;
- Achieve Flagship undergraduate student enrollment, retention, and completion rates that maximize the number of students completing the entire domestic and capstone program with students achieving Flagship Certification;
- Increase the number of Flagship graduates with federal service commitments through participation in Boren and ROTC Scholarship opportunities intended for Flagship students;

- Provide professional development opportunities for Flagship faculty, instructors, and staff on student-centered and outcomes-based teaching and learning and to develop their professional and leadership skills to ensure program sustainability; and
- Increase institutionalization and sustainability of Flagship Programs and practices over time and secure long-term institutional commitment to improving language learning.

Domestic Flagship Programs

The Language Flagship currently has nineteen (19) Domestic Flagship Undergraduate Programs located at the following IHEs:

- Arabic: Indiana University, University of Arizona, and University of Mississippi.
- Chinese: Arizona State University, Hunter College, Indiana University, University of Minnesota, University of Mississippi, University of North Georgia, University of Rhode Island, and Western Kentucky University.
- Korean: University of Hawaii at Manoa.
- Persian: University of Maryland, College Park. (Persian is not included in this solicitation.)
- Portuguese: University of Arizona and University of Georgia
- Russian: Indiana University, Portland State University, University of Georgia, and University of Wisconsin-Madison

Domestic Flagship 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 serve as the study abroad provider to the target language Domestic Flagship Programs.

Undergraduate Overseas Study Requirements

Admissions requirements for the Overseas Flagship Capstone Program 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. Arabic and Russian students must also receive no lower than an ILR 1+ in writing to qualify linguistically for the Overseas Flagship Capstone Program.

The requirement that all qualifying Undergraduate Flagship Students commit to study in the Overseas Flagship 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;
- Targeted language training to support study and professional work in a major discipline and/or career field; and
- Opportunities for students to gain cultural knowledge through coursework, self-reflection and self-learning, and through other means.

Eligibility

This solicitation is open to U.S. IHEs with evidence of past success in delivering high quality instruction in the target languages at an advanced professional level of proficiency and the ability to admit, support, manage and provide credit to students from each participating Flagship institution on the capstone program. Applicants may propose consortial arrangements with other IHEs or partner with other study abroad providers in developing overseas programming elements. These should clearly indicate the lead institution, roles and responsibilities of each institution, and clear reporting lines.

Applicants that apply to develop and implement Overseas Flagship Capstone Programs for more than one language must submit one full and separate application for each language.

In addition, all applicants will need to certify that their institution does not host a Confucius Institute, or certify that they have obtained an approved [waiver](#) from the DoD Office of the Under Secretary of Defense for Research and Engineering Confucius Institute Waiver Program (CIWP) per the provisions of the [2021 National Defense Authorization Act](#). Please see Appendix H for more details. All applicants must submit Appendix H to IIE regarding Confucius Institute compliance at the time of application.

Funding for Overseas Flagship Capstone Program

Institutional funding will be administered by IIE, which anticipates making one cost-reimbursable award per language. Each grant will include:

- Up to \$200,000 for the first five-month period when the Program is in its planning and coordination phase (incumbent applicants are not eligible)
- Up to the following amounts per annual 12-month cycle for up to four years thereafter for implementation and management of the Program:
 - Arabic: \$700,000
 - Chinese: \$1,150,000
 - Korean: \$350,000
 - Portuguese: \$200,000
 - Russian: \$700,000

Applicants that apply to develop and implement Overseas Flagship Capstone Programs for more than one language must submit separate applications for each language.

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 per language over a total of five (5) project periods. The first project period, which encompasses the planning and coordination 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, 2025. 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, 2025 – May 31, 2025 (planning and coordination, incumbent applicants not eligible for additional funding)

Project Period 2: June 1, 2025 – May 31, 2026

Project Period 3: June 1, 2026 – May 31, 2027

Project Period 4: June 1, 2027 – May 31, 2028

Project Period 5: June 1, 2028 – May 31, 2029

SECTION 2: PROGRAM GUIDELINES

The purpose of this solicitation is to award funding to Institutions of Higher Education (IHEs) to manage and implement a 9 to 12 month Overseas Flagship Capstone Program for Arabic (Morocco), Chinese (Taiwan), Korean (South Korea), Portuguese (Brazil), or Russian (Kazakhstan). The meritorious applicants will serve as the study abroad provider for existing target language Domestic Flagship Programs.

Applicants must address and will be evaluated on:

1. Partnership with Overseas Institution(s);
2. Program and Curricular Design;
3. Plans for Articulation with Existing Target Language Domestic 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 2025, the successful applicant must be able to admit students and implement and manage the Overseas Flagship 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 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 Overseas 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 \$25,000 or lower for the full program. The applicant should provide evidence of support from the proposed overseas partner institution. Benefits resulting from a formal 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 Flagship 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 the target language. 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 as follows:

- Arabic: 20 per year with capacity to scale up to 30 students in a cost sustainable way.
- Chinese: 50 per year with capacity to scale up to 80 students in a cost sustainable way.
- Korean: 8 per year, with capacity to scale up to 15 students in a cost sustainable way.
- Portuguese: 15 per year, with capacity to scale up to 25 students in a cost sustainable way.
- Russian: 25 per year, with capacity to scale up to 40 students in a cost sustainable way.

Curricular Design

The successful applicant will provide curricular leadership of the Overseas Flagship 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 the target language. 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.

- *Arabic: the curriculum must include instruction in Modern Standard Arabic (MSA), Darija, and Egyptian and/or Levantine. The curriculum must approach Arabic as a continuum in which certain situations require MSA while others require dialect.*
- *Chinese: applicants are encouraged to include an optional component that provides a short-term study experience in Singapore or Malaysia in partnership with a local university to expand regional and cultural understanding, as well as using Mandarin in a multi-cultural environment.*
- *Russian: the curriculum must also include at least two semesters of beginner's Kazakh language instruction to build upon the foundational Kazakh preparation students will receive as part of their domestic program.*

The proposal must describe the pedagogical and instructional methodologies to be implemented in the proposed Overseas Flagship Capstone 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 regional expertise.

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, reading, and writing (Arabic and Russian) 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 listening. The proposal must explain how students will be advised regarding their language acquisition progress during the course of their overseas program of study. The proposal must 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 the number of students outlined above. 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 Flagship Capstone 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 is 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, arranging for students to have host country roommates, or dorm / apartment living with evening informal language activities built in to add exposure. 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 Existing Target Language Domestic Flagship Programs

The successful applicant will coordinate with the existing target language Domestic Flagship Programs to ensure that the Overseas Program's curriculum is articulated with that of the Domestic Flagship Programs. The proposal must describe how the applicant will coordinate with all of the

target language Domestic Flagship Programs on curricular and materials development and on curricular improvements. Stakeholder input from participants, partners, and the target language Domestic 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 enroll all Flagship students in the U.S. Department of State's Smart Traveler Enrollment Program. (<https://step.state.gov/step>)

Emergency Contact Information

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

Emergency Plan

- The Program Administrator must have an emergency plan that outlines the communication protocol and courses of action in cases when there is an emergency involving a student's health or safety.
- The Program Administrator must have a country evacuation plan that outlines how program participants would be quickly and safely evacuated should circumstances necessitate that the program depart the host country.

Insurance

- The Program Administrator will ensure Flagship students obtain insurance that fulfills the following requirements:
 - Health;
 - Accident;
 - Repatriation;

- Medical and non-medical evacuation, including for reasons of war, civil unrest, and natural disasters; and,
- Coverage for the entirety of the Flagship student's Overseas Program, including breaks.

Health

- The Program Administrator must develop policies and procedures for addressing student physical and mental 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 Misconduct

- The Program Administrator must have a policy in place on sexual misconduct involving Flagship students and staff. Title IX reporting procedures must be established in coordination with Domestic 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 misconduct.

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. These briefings must be coordinated to ensure that content is complementary and that NSEP and IIE are available to attend the pre-departure orientation coordinated by the Program Administrator.

During Program

Emergency Procedures

- The Program Administrator will consult with IIE and NSEP in developing an emergency plan based on overseas programming best practices. The Program Administrator will coordinate with IIE, NSEP, and Domestic Flagship campuses in the event of emergency and will ensure Flagship students are aware of all emergency plans and procedures. In the event of serious emergency, NSEP will make the final determination regarding program and student status.

Ordered Departures

- If the embassy issues an ordered departure, all Flagship students are required to depart the country as soon as possible.
- If NSEP determines that the program must depart due to health, safety, or security concerns, all Flagship students are required to depart the country as soon as possible.
- Following the developed evacuation plan, 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.

- Travel to or through a Level 4 (Do Not Travel) State Department Travel Advisory is not permitted. Students should avoid flying to or through any countries or locations that are a Level 3 (Reconsider Travel) State Department Advisory. Students are not permitted to travel to or through China, Hong Kong, or Macau. If flights do need to route through a Level 3 destination as a layover, Program Administrators must coordinate with IIE and NSEP for approval.
- 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
- For Boren-Flagship scholars, travel approval must be coordinated with the Boren program advisor.

Travel Alerts and Other Safety Situations

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

Sponsor Notification

- Should a health, safety, or security issue arise with a Flagship student while on program, the Program Administrator will immediately inform IIE using a provided Flagship Incident Report Form. Urgent situations should first be reported via phone call.
- The Program Administrator will provide updates to IIE until the situation is resolved.

NSEP Decisions

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

Leadership, Administration, and Management

Leadership and Staffing

The administration and management of the Overseas Flagship Capstone 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 target language Domestic Flagship Programs. The proposal must describe how the Overseas Flagship 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 or changes 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 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, conduct emergency and evacuation planning and implementation, and provide security updates as required. The proposal must 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 Flagship Capstone 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 opening remarks from IIE and NSEP, key points of contact and communication protocols, what to do before departure, visa and residence permit details, arrival details, health and safety topics, an overview of the student handbook with programmatic and academic policies, finances while abroad, and information on the academic program. The pre-departure orientation must be coordinated with IIE and NSEP to ensure that it is complementary to the mandatory Flagship Safety and Security Webinar coordinated by IIE.

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 target language Flagship Domestic Programs, 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 with 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 quarterly 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

Post-Capstone OPIs and post-Capstone reading and listening tests using The Language Flagship online proficiency tests for Flagships students are arranged at the end of the program by IIE in consultation with the Program Administrator. Post-Capstone writing tests using The Language Flagship online proficiency tests for Flagship students will be used for Arabic and Russian. Capstone programs must coordinate with IIE on appropriate timing and on-the-ground implementation of these assessments.

Capstone Application and Selection Process

IIE will facilitate the Flagship Capstone application and selection process, which includes all domestic target language Flagship Programs. The successful applicant will attend a Flagship Capstone selection meeting with NSEP, IIE, and other domestic target language Flagship Programs. The applicant will coordinate, prepare, and present materials on Program updates, status and capacity.

Once students have been selected and admitted to the Overseas Flagship Capstone Program, IIE will transfer the relevant information on the selected Flagship students to the successful applicant.

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 used to inform 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 capstone 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 capstone partner institution to the meeting must be included in the budget each year.
- Monitoring and Evaluation Trips: Travel for one staff member from the overseas capstone institution to conduct up to three visits to the overseas capstone site to perform oversight and coordination work.

Other Costs

- Honoraria: Honoraria or other forms of payment may be provided to staff from other Flagship Programs for consultation or evaluation work with approval. Reimbursements for travel, per diem and lodging can be provided. Additionally, honoraria may not be provided to U.S. or foreign government officials. Honoraria should not exceed \$125 per hour.
- Professional Development: Funding may be used for professional development of instructional and administrative staff.
- Food and Beverages: Flagship funds cannot be used for snacks or beverages at regular instructional activities, including classes, tutoring sessions, mandatory Flagship meetings or weekly conversation tables. However, they may be provided for special events with approval.
- 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.
- Spouses/Dependents: Flagship funds cannot be used to support activities for spouses or dependents of Flagship students.

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 \$25,000 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. If tuition is included in the cost of attendance, the applicant must describe what is covered under tuition costs.

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 choose to award up to two awards. IIE may discuss the grant application with the applicant(s). IIE also reserves the right to award grants without discussion with any applicants. IIE may cancel the competition or may reject any or all applications if they do not sufficiently demonstrate the 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 and the suitability of the location for the Overseas Flagship Program. How well does the proposal:

- Describe why the applicant selected the overseas institution(s). Does the proposal describe if the leadership supports the Flagship program, the quality of the teaching faculty, the physical space capacity, the academic profile, the physical location, the student population, and opportunities for direct enrollment at the proposed institution(s)?
- 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? What mechanisms are in place to ensure the ease of timely financial transactions?
- 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 the target language? 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 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 Middle East North Africa region (Arabic), Taiwan and mainland China (Chinese), South Korea (Korean), Brazil (Portuguese), or the Russia and the Central Asia region (Russian).
- 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 tutors will be selected, trained and supervised? Does the proposal describe how the tutoring component fits in the overall curricular design?
- Describe how assessments will be used to place students in the appropriate classes and utilized to assess students' progress of language acquisition throughout the Program? Does the proposal describe how diagnostic assessments will be used to place students in the appropriate classes and language learning groups? Does the proposal describe how students will be assessed throughout the Program to ensure they are making progress towards the goal of attaining an ILR 3 in speaking, listening, and reading? Does the proposal describe how students will be advised on their language acquisition progress during the Program?
- Describe teaching staff capacity and how teaching staff will be trained? Does the proposal demonstrate that there is adequate teaching staff and capacity? Does the proposal describe how teaching staff will obtain the appropriate training and are being provided with and engaging with professional development opportunities?
- Describe the availability of classroom space? Does the proposal demonstrate that there is adequate classroom space within the host institution to facilitate a productive learning environment? 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 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 Flagship Programs **15 points**

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

- Describe how the applicant will coordinate with all the Domestic 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 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 target language Flagship Domestic Programs, Flagship students, and with program sponsors/funders?
- Describe the administrative management and coordination of transfer of academic credits, coordinating post-Capstone assessments with IIE, 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.

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

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

Minimum Standards

The applicant must meet the minimum standards for receiving federal funds, as defined in 32 CFR 22.415, which state that to be qualified, a potential recipient must:

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

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

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

SECTION 5: APPLICATION PROCEDURES

Proposal Content

Information outlined in the previous sections provides guidance regarding required components of proposals being submitted to IIE. Proposals that fail to include required sections may not be accepted or reviewed. Additional materials and appendices will be removed from the submitted proposal ahead of panel review. Embedded links will be removed from the submitted proposal ahead of panel review.

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

1. Transmittal letter from the applicant institution's Sponsored Projects/Research Office.
2. Title page.
3. Table of Contents.
4. Abstract of no more than 500 words.
5. 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.
6. Appendix A: a program development timeline that indicates the faculty and/or staff members responsible for each task.
7. Appendix B: a projected annual timeline of programmatic and administrative activities.
8. Appendix C: a curricular plan that outlines the proposed curricular design.
9. Appendix D: Letters from university leadership, overseas partners, and key campus partners such as study abroad and Title IX offices indicating willingness to support this project.
10. Appendix E: a list of key individuals directly involved in the further development and management of the Overseas Flagship Program, including key partners across the institution.
11. Appendix F: 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.
12. Appendix G: the anticipated academic year cost of attendance estimates for the Overseas Flagship Program. Cost of attendance estimates must be itemized and include detailed information on the following (if included): tuition, program fees, room and board, books and materials, excursion fees, and international and local travel. Short explanations should also be provided for each cost category supporting how estimates were calculated. 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 also not present in the operational budget. The target student Cost of Attendance is \$25,000 or lower for the full program.
13. Appendix H: Certification Form

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 <https://www.thelanguageflagship.org/programs-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, 2025 through May 31, 2025 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 lines in budget narratives are fringe. In the case of fringe, a summary description can be used. Additionally, a link to the university’s fringe benefits rates and policies should be provided. If this information is not available online, provide a copy of the relevant documents with the budget narrative.)
- b. Include a clear description of responsibilities for any budget requests for salary support or contracted time. Descriptions should be concise.
- c. For each staff position, state whether it is fixed fee, hourly or salaried.
- d. If faculty are included in the budgets for non-classroom activities, the budget narratives must describe how this work will be covered (e.g., course buyouts, summer salary, etc.).
- e. Justify, in a detailed manner, any administrative positions included in the budgets. Positions not justified in a detailed manner may not be supported.
- f. Include all travel funds required by your program. For travel:
 - i. Provide a note explaining the university’s travel policy, particularly noting its hotel and per diem policy.
 - ii. Include the destination city and state or country, the number of travelers and the estimated number of days for the trip, and provide a breakdown of costs for each trip. Estimates may be used if the location of a meeting is not yet determined.
- g. Explain the basis for estimating the costs of professional personnel salaries and wages, including annual salary or hourly wage rate and percentage of staff time; employee benefits per person, including rates and percentage of staff time; employee travel per person/per trip; consultants and subcontracts, including non-employee travel; materials and supplies; other costs, including printing, telephone expenses and equipment rental; and indirect costs.
- h. Explain how the major cost items relate to the proposed activities.

- i. Provide a link to the university's Negotiated Indirect Cost Rate Agreement (NICRA). If this information is not available online, provide a copy of the relevant documents with the budget narratives.

Application Format

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

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

Additional Information

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

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

https://www.zoomgov.com/webinar/register/WN_MT6wRP_VRmyLnj9ZM16gPg

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

- <https://www.thelanguageflagship.org/programs-competitions>; and
- <https://www.iie.org/get-involved/procurement-subaward-and-consultant-opportunities/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 than 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 the date listed on the cover page of this document.

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

Transmission Instructions

The completed proposal, including the budget, all appendices and attachments must be submitted as in four separate PDFs, as described below, via upload to the secure proposal submission site. Applicants should use Optical Character Recognition functionality to ensure readability of the entire PDF document.

PDF Structure for Proposal Submission

Each proposal should be submitted via upload to the secure submission site, broken into four PDF sections as follows:

Part I. – Abstract and Proposal Narrative

- Transmittal letter from the applicant institution’s Sponsored Projects/Research Office.
- Title page.
- Table of Contents.
- Abstract of no more than 500 words.
- 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.

Part II. Program Timeline, Curricular Plan, and Letters of Support (Appendices A-D, H)

- Appendix A: a program development timeline that indicates the faculty and/or staff members responsible for each task.
- Appendix B: a projected annual timeline of programmatic and administrative activities.
- Appendix C: a curricular plan that outlines the proposed curricular design.
- Appendix D: Letters from university leadership, overseas partners, and key campus partners such as study abroad and Title IX offices indicating willingness to support this project.
- Appendix H: Certification Form

Part III. Key Personnel (Appendices E-F)

- Appendix E: a list of key individuals directly involved in the further development and management of the Overseas Flagship Program, including key partners across the institution.
- Appendix F: 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.

Part IV. Budget and Cost of Attendance (Budget, Budget Summary, Itemized Budgets, Budget Narratives, Cost of Attendance)

- Budget Summary
- Itemized Budgets for the Overseas Flagship Program and Subrecipient
- Budget Narratives for the Overseas Flagship Program and Subrecipient
- Appendix G: the anticipated academic year cost of attendance estimates for the Overseas Flagship Program. Cost of attendance estimates must be itemized and include detailed information on the following (if included): tuition, program fees, room and board, books and materials, excursion fees, and international and local travel. Short explanations should also be provided for each cost category supporting how estimates were calculated. 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 also not present in the operational budget. The target student Cost of Attendance is \$25,000 or lower for the full program.

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

Prior to the submission deadline, applicants are directed to complete their proposal submission by accessing the secure submission portal through the following web link.

<https://myapp.iie.org/rfp>

Upon arrival at the proposal submission portal site, first time portal users will be directed to register and create login credentials. After creating credentials, applicants are directed to the *Applicant Management* section of the portal and will click on the *Start New Application* link to begin the proposal submission process. At the start of a new application, applicants are directed to select the RFP to which they would like to submit a proposal. This selection is made from the *Select an RFP* drop-down menu. Applicants should select “2025 Language Flagship Overseas Capstone RFP” from this drop-down menu, and complete and submit the online proposal submission form as directed. Applicants do not have to complete the submission process in one sitting and can return to the portal at any point prior to the submission deadline to complete the application process.

Applicants requiring technical assistance with the proposal submission portal should direct their inquiries to mschumacher@iie.org. Please include “Proposal Submission Assistance” in the email subject line.

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 orientation, or national origin. Historically Black Colleges and Universities and Minority Serving Institutions are encouraged to apply.