



LANGUAGE TRAINING CENTERS

REQUEST FOR PROPOSAL AND APPLICATION GUIDELINES



**SPONSORED BY THE
DEFENSE LANGUAGE AND NATIONAL SECURITY EDUCATION OFFICE**

Issue Date: November 15, 2024

Technical Assistance Webinars:
December 12, 2024 at 2 p.m. Eastern Time (DOD Partners)
January 8, 2025 at 2:30 p.m. Eastern Time (Institutions)

Questions Due: January 22, 2025

**DEADLINE FOR RECEIPT OF PROPOSAL:
Friday, February 21, 2025 at 4:30 p.m. (ET)**

Anticipated Date of Award Notifications:
Tuesday, April 15, 2025

A Program Administered By:



TABLE OF CONTENTS

PREFACE.....	3
SECTION 1: REQUEST FOR PROPOSAL OVERVIEW	4
Eligibility	4
Background.....	4
SECTION 2: PROPOSAL GUIDELINES	6
Program Elements.....	7
Specific Guidelines on Curriculum and Instruction.....	8
Program Effectiveness	10
Collaboration.....	10
Funding	10
SECTION 3: CONFUCIUS INSTITUTE PROHIBITIONS.....	11
SECTION 4: MERIT REVIEW PROCESS AND EVALUATION CRITERIA	12
Merit Review Process	12
Evaluation Criteria	12
Minimum Standards.....	14
SECTION 5: APPLICATION PROCEDURES	16
Proposal Content.....	16
Budget Content	17
Application Format	18
Application Questions.....	19
Transmission Instructions	19
APPENDIX A: PROJECT DESCRIPTION TEMPLATE.....	21
APPENDIX B: BUDGET TEMPLATE.....	22
APPENDIX C: CONFUCIUS INSTITUTE CERTIFICATION FORM	24

PREFACE

The Institute of International Education (IIE) is pleased to provide you with application materials for an open competition for the Language Training Center (LTC) Program sponsored by the Defense Language and National Security Education Office (DLNSEO). IIE considers it a distinct pleasure to serve as the administrative agent for this important effort.

The LTC Program is a Department of Defense (DOD) funded initiative established in 2011 to accelerate the development of foundational or higher-level expertise in strategic languages and regional studies for DOD personnel by leveraging U.S. institutions of higher education to meet the existing and demonstrated training needs of DOD units, offices, or agencies. Through this solicitation, we seek to identify and support U.S. institutions of higher education able to provide quality language and culture instruction to DOD personnel.

The LTC Program works in close collaboration with other critical language initiatives supported by DLNSEO, including Boren Scholarships and Fellowships (<https://www.borenawards.org/>), The Language Flagship (<https://www.thelanguageflagship.org/>), ROTC Project Global Officer (GO) (<https://www.rotcprojectgo.org/>), English for Heritage Language Speakers (<https://www.ehlsprogram.org/>), and the National Language Service Corps (<https://nlscorps.org/>).

SECTION 1: REQUEST FOR PROPOSAL OVERVIEW

The Institute of International Education (IIE), acting as the administrative agent of the Defense Language and National Security Education Office (DLNSEO), seeks proposals from U.S. institutions of higher education to develop and implement programs for Active Component, National Guard, Reserve Component, and/or Department of Defense (DOD) civilians (hereafter referred to as “DOD personnel”) by providing language, regional expertise, and culture training in response to their training needs.

The Language Training Center (LTC) Program is a DOD-funded initiative established in 2011 to accelerate the development of foundational or higher-level expertise in strategic languages and regional studies for DOD personnel by leveraging U.S. institutions of higher education to meet the existing and demonstrated training needs of DOD units, offices, or agencies.

This initiative is subject to the availability of funds. Issuance of the RFP does not constitute an award commitment on the part of IIE. DLNSEO and IIE reserve the right to reduce, revise, or otherwise adjust proposal budgets in accordance with the needs and goals of the program and the availability of funds.

ELIGIBILITY

Accredited U.S. institutions of higher education with instruction in strategic languages, regional area studies, and cultural orientation/awareness are eligible to apply. Applicants must demonstrate a partnership with DOD units, offices, or agencies to provide training in language, regional expertise, and cultural skills. Applicants must demonstrate the capacity to provide instruction in strategic languages and regional and cultural studies. Applicants must also demonstrate the capacity to deliver custom-designed training that is not confined to or constrained by the traditional academic calendar.

Please refer to Section 3 of this request for proposal for eligibility restrictions impacting institutions of higher education that host a Confucius Institute.

BACKGROUND

Language, regional expertise, and cultural skills are critical to mission readiness in today’s dynamic global environment. DOD must have the ability to effectively communicate with, and understand the cultures of coalition forces, international partners, and local populations. Section 529 of the National Defense Authorization Act (NDAA) of 2010 authorized DOD to establish Language Training Centers at accredited U.S. universities to increase DOD’s training capacity in strategic languages and regional area studies for DOD personnel. Section 575 of the NDAA for FY 2024 amended the LTC legislation to strengthen the program.

The LTC Program was established in 2011 to leverage the expertise and infrastructure of higher education institutions to meet the demonstrated training needs of DOD units, offices or agencies. As a result, the linguistic and pedagogic expertise of faculty and instructors, and their ability to

provide professional development and training to instructors hired to support the expanded work of the LTC program, have been key to achieving the language proficiency goals of DOD partners.

The Secretary of Defense, in the [2022 National Defense Strategy](#), emphasized several topline priorities that the Language Training Center Program adopts as its mission-essential lines of effort. The National Defense Strategy (NDS) directed the Department to strengthen deterrence efforts in response to the pacing threat of the People’s Republic of China and deepen collaboration with NATO and our allies and partners in order to deter Russian aggression and mitigate threats from North Korea, Iran, and transnational extremist organizations. By broadening and deepening critical language and cultural skills in the force, the Language Training Centers Program expands the capacity of the force to engage with our partners and allies while also improving our understanding of China, Russia, and other threat actors. The unique advantage of Language Training Centers is the ability to leverage existing institutional academic expertise to provide niche and requirement-specific language, regional expertise and cultural training in languages, modalities, and proficiency levels for which there is no standard DOD training course or capability available.

The LTC Program supports the [Roadmap for Cultivating and Managing Skilled Language, Regional Expertise, and Cultural Talent, Phase I](#) (“The Roadmap”), signed out by Deputy Secretary of Defense Kathleen Hicks on August 3, 2023. The Roadmap addresses the challenges of recruiting, developing, utilizing, and maintaining sufficient foreign language talent with a holistic approach to developing language talent across the career continuum. Phase I of the Roadmap focuses specifically on the requirements of one community: Cryptologic Language Analysts (CLAs). Phase II will focus on training and utilization for the FAO community and Phase III focuses on the Special Operations community. Accordingly, this grant competition seeks proposals that offer programming elements designed to meet the needs of the CLA community, FAO, and Special Operations communities.

Over the past 10 years, the LTC program has provided funding to a total of 13 higher education institutions that delivered over 3,400 different courses to nearly 20,000 Department of Defense personnel including active-duty military service members, National Guardsmen and Reservists, and civilian personnel. Over 7,500 DOD personnel completed intensive language training, consisting of 120 or more hours of instruction resulting in increased language proficiency.

One important component of the program is the partnership between higher education institutions and DOD units, offices, or agencies. Each center must have institutional capacity to provide customized training to meet the specific needs of various DOD entities. It is the responsibility of each LTC institution to seek out, establish, and maintain these essential relationships with DOD entities, to meet partner specific needs and achieve the goals of the LTC program.

Central to the LTC Program design is centers that develop, deliver, and assess Language, Regional Expertise, and Culture (LREC) training that is mission essential and not currently provided by core DOD language training providers (e.g., Defense Language Institute Foreign Language Center, US Army John F. Kennedy Special Warfare Center and School, etc.). Proposals should include niche LREC instruction that DOD partners would not be able to source through standard DOD training channels. Examples include (but are not limited to) the need to train in additional languages due to mission expansion, support for languages that the DOD partner cannot source, the need for

shorter specialized trainings, and additional online training support beyond initial language acquisition.

SECTION 2: PROPOSAL GUIDELINES

The intent of this initiative is to accelerate the development of foundational and higher-level expertise in strategic languages and regional and cultural studies for DOD personnel by leveraging U.S. institutions of higher education to meet the existing and demonstrated training needs of DOD units, offices, or agencies.

Proposals must therefore demonstrate:

- 1) **An operational requirement**, as defined by the DOD unit, office, or agency, for the specific language, regional or cultural training that the applicant is proposing to deliver. Training must be offered in the languages, regions, and cultures that support DOD missions in Asia, Africa, Latin America, Europe, and the Middle East. DOD partners should articulate how the proposed training supports the NDS and the phases of the Roadmap. Supported operational requirements must also be those that cannot be met by standard DOD language training programs and resources, and verified as such by the DOD partner's leadership.
- 2) **Training tailored to meet the specified operational requirements** that leverage institutional expertise to customize content for the DOD unit, office, or agency.
- 3) **Capacity to deliver the specified training** through existing institutional resources and infrastructure.
- 4) **Training delivery approaches that meet the requirements of DOD Personnel**. When necessary for the project, proposals should demonstrate the capacity to conduct language, regional, and cultural training of varying duration that can accommodate a fluctuating number of students, but not fewer than six per course. Training courses should be customized according to the individual mission needs of the units, offices, or agencies, which will utilize the training. Training may be delivered through traditional university offerings, online resources or non-traditional formats. Proposals should address innovative use of technology to deliver courses or supplementary materials to course participants.
- 5) **Training that will yield measurable language skills across modalities**. Training should focus on language acquisition, sustainment, and/or maintenance but should also include regional and cultural components. Proposals must address the basic elements of proficiency-based instruction that would meet the DOD partner's language needs.
- 6) **Assessment results of language training**. Proposals must provide a plan for measuring student language outcomes through a common rubric for all proposed courses, including courses that run for a short duration. Proposals should describe selected assessment tools in detail and the rationale for their selection. Language assessment tools in addition to the

Defense Language Proficiency Test (DLPT) or the oral proficiency interview (OPI) should be considered.

- 7) **Institutional Commitment.** Proposals should address institutionalization of the proposed program/model to include institutional commitment to support and sustain LTC efforts, commitment to support the language education infrastructure required to institutionalize and sustain these efforts including teacher training and professional development, and plans to provide physical space, facilities, and technological support for faculty and students to thrive in a first-rate language learning environment.

Training courses should be accredited to provide DOD personnel with the option to count coursework toward degree requirements or provide continuing education units (CEUs) or their equivalent.

Competitive proposals will provide strong evidence showing that applicable DOD units, offices, or agencies will utilize the proposed training and explain how that training will support mission critical operational requirements aligned to the NDS and the Roadmap. Applicants should note that it is the sole responsibility of each institution to collaborate with DOD units, offices, and agencies and establish an agreement that DOD personnel will participate in the proposed training. Neither DLNSEO nor IIE will direct participants to participate in the selected projects. A letter of support from each partnering DOD unit, office, or agency must be included in the proposal. Refer to Section 5: Application Procedures for information regarding the letter of support.

Additionally, competitive proposals will address how they plan to fully utilize and maximize training capacity provided at their institutions, especially with limited resources available. The plan should also address steps to mitigate unfilled class seats especially during last minute cancellations.

PROGRAM ELEMENTS

Each Language Training Center established under the program must be able to provide one or more of the following elements:

- 1) Programs that provide members of the Armed Forces or civilian employees of DOD with language, area studies and culture training from beginning through advanced skill levels.
- 2) Training for DOD personnel in critical and strategic languages that are tailored to meet operational readiness requirements and cannot be met by standard DOD training programs and resources.
- 3) Alternative training delivery systems and approaches to meet language and regional area studies requirements of DOD personnel, whether pre-, during, or post-deployment.
- 4) Programs offering critical and strategic languages that can be incorporated into the Reserve Officer Training Corps (ROTC) programs to facilitate the development of language skills among future officers of DOD. However, providing support for ROTC should not be the sole or primary focus of a LTC proposal since this is the main purpose of Project GO (<https://www.rotcprojectgo.org>).

- 5) Training and education programs to expand the pool of qualified instructors and educators in critical and strategic languages and regional area studies.

In the past, training has included:

- Instruction in Arabic, Chinese, Dari, English, French, Georgian, German, Indonesian, Italian, Japanese, Korean, Pashto, Persian, Portuguese, Russian, Spanish, Swahili, Tagalog, Ukrainian, Turkish, and Vietnamese among other languages.
- Intensive language courses for DOD personnel who have achieved intermediate to advanced level proficiency in the target language and want to sustain or increase their language proficiency.
- Iso-immersion courses that offer advanced level students the opportunity to communicate with native speakers in a simulated learning environment.
- Short duration pre-deployment training for National Guard and Reserve Components to provide language and cultural awareness training.
- Synchronous online learning courses for units, offices, or agencies that can offer DOD personnel release time for participation but are unable to fund travel and per diem expenditures.
- Asynchronous online courses that allow DOD personnel to complete work while maintaining their typical work schedule.
- Basic acquisition training to provide language and culture training to DOD personnel who begin with no prior knowledge of the proposed language.

DOD may identify new or different regions and languages due to operational realities. Therefore, applicants should also demonstrate the ability to respond to possible changing needs for instruction in different languages and regions if needed. When applicable, proposals should outline how the language training center will support the DOD components served.

Proposals may also establish partnerships with other institutions and programs to enhance the development of their curricula and offerings. These partnerships may include, but are not limited to, Language Resource Centers (<https://www.ed.gov/grants-and-programs/grants-higher-education/ifle/language-resource-centers>), ROTC Project GO (<https://www.rotcprojectgo.org>) and Language Flagship Centers (<http://www.thelanguageflagship.org>). These centers share the common goal of providing training in critical languages and developing resources to improve language education in the United States.

Training courses may include courses for personnel stationed overseas that are delivered online or in-country. Proposals to send DOD personnel overseas for language immersion abroad will not be considered.

SPECIFIC GUIDELINES ON CURRICULUM AND INSTRUCTION

Given the broad range of mission requirements for DOD personnel, there is considerable latitude in the choice of language as well as the duration, level, composition, and delivery of the training that institutions may propose. However, all proposals must clearly demonstrate how their proposed training responds to the specific operational needs of each DOD unit, agency, or office, which will

use the proposed training and clearly illustrates an alignment to the National Defense Strategy and Roadmap. The desired level of proficiency also depends upon the mission requirements of the DOD partner.

Applicants should therefore describe the demonstrated unit, office, or agency's articulated immediate and longer-term needs and their proposed program for language, regional, and cultural training. Applicants should also address how the program will adapt to accommodate participants with different levels of language preparation. Finally, applicants should provide information on language, regional, and cultural instructional capacity including alternative trainings, information on current student body, degrees, enrollment, and language proficiency successes.

Applicants who have already integrated DOD personnel into their programs should indicate how they have done so, describe outcomes and their plans for this proposal. Applicants who have not yet had DOD personnel participate in their programs must indicate their plans to accommodate these students. The plan must also clearly demonstrate that DOD units, offices, or agencies will participate in and benefit from the proposed training and that the training is relevant to the DOD partner's missions. All applicants must indicate how they will adapt and improve their current language instructional programs to enable them to provide various levels of instruction in courses that may range from short, part-time, evening or weekend courses to longer term intensive language courses for personnel from across the country or stationed overseas.

All applicants must provide detailed plans for how they propose to build or expand their efforts to provide innovative language education and support to DOD personnel. Applicants are encouraged to consider an array of language interventions that can be supported by the funding, including:

- individual tutoring;
- access to well-trained language partners;
- creative training and use of speakers of the target language, including on-campus faculty and students;
- use of blended learning technology that incorporates access to media and online learning opportunities; and
- use of authentic materials in the target language.

Applicants are encouraged to be as creative and innovative as possible to maximize student learning and participation of DOD personnel. Applicants must provide detailed plans for how they will integrate technology in their instruction.

Successful proposals will include a clearly defined description of expected program outcomes, including the expected number of participants, expected language proficiency gains (based on the Interagency Language Roundtable Scale or the American Council on the Teaching of Foreign Languages for in program assessment), and other specific learning and student outcomes. Outcomes should refer to language proficiency needs, gains and goals as outlined by the partnering units, offices, or agencies within DOD. Successful proposals will clearly identify assessment tools to be used to measure language and other learning outcomes.

PROGRAM EFFECTIVENESS

Applicants must present clear evaluation plans for assessing or measuring the program's effectiveness and the satisfaction of DOD partners. Competitive applicants will identify and describe plans for measuring meaningful outcomes which will be part of the grant award reporting requirements submitted to IIE. Applicants will also discuss how the proposed evaluation plan will be used to inform programmatic and operational improvements. Participant survey or feedback is a tool that can be used to evaluate and improve courses offered and inform future program planning. The applicant is highly encouraged to provide a sample class survey, end of class evaluation, or feedback survey in their proposal. Successful applicants will explain how their proposed program will build a sustainable framework of programming and personnel that can be institutionalized over time.

For institutions that previously provided training for DOD personnel, the proposal must detail a track record of success in training a significant number of DOD personnel and achieving student learning outcomes. At a minimum, detail should include:

- the number of DOD personnel trained per course;
- description of courses offered;
- description of course goals;
- description of assessment tools used to measure participant progress;
- performance measure for student reaching proficiency goals; and
- student learning outcomes.

COLLABORATION

The success of the Language Training Center Program will be contingent on the cooperation of institutional leadership and DOD units, offices, or agencies. Accordingly, all proposals must describe methods for creating or fostering cooperation and ensuring collaboration between project leadership and the DOD partner. Applicants are asked to define the contributions, role, and involvement for all personnel involved in the project, including the role the DOD partner may play in recruiting, selecting, and scheduling personnel for training.

Staff associated with the program may change. Applicants must address how they will codify their programs and collaborative efforts to mitigate the impact of personnel changes on the long-term effectiveness of their program.

FUNDING

The LTC Program is subject to the availability of funds. Institutional funding will be administered by IIE. DLNSEO and IIE anticipate awarding grants within the approximate range of \$400,000 - \$3,000,000, dependent on demonstrated federal partner requirements, for a 12-month period beginning June 1, 2025. Projects exceeding \$3,000,000 will be considered only under exceptional circumstances when funding is deemed mission essential.

DLNSEO and IIE anticipate that, depending on overall program performance and funding availability, additional funding may be available for subsequent program cycles. Future funding

will be contingent upon program success and the availability of funding. Programs selected to continue for subsequent years will be asked to submit budgets at a later point in time.

Applicants should submit a 12-month budget with funding beginning June 1, 2025 and ending May 31, 2026.

Applicants must adhere to budget guidelines. Specific instructions on preparing the budget can be found in Section 5: Application Procedures. When developing the budget, best efforts should be made to include competitive costs and discounts, in order to best leverage federal dollars. While all costs that comply with 2 CFR 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards will be considered, IIE and DLNSEO reserve the right to reduce, revise, or otherwise adjust proposal budgets in accordance with the Language Training Center program's needs and goals, and the availability of funds.

SECTION 3: CONFUCIUS INSTITUTE PROHIBITIONS

The John S. McCain National Defense Authorization Act (NDAA) for Fiscal Year (FY) 2019 (Public Law No. 115-232), Section 1091 prohibits any DOD funds authorized by the Act to be obligated or expended for Chinese language instruction provided by a Confucius Institute. Furthermore, the law specifies a limitation that no funds may be obligated or expended to support a Chinese language program at an institution of higher education that hosts a Confucius Institute.

The NDAA for FY2021, Section 1062 states that “none of the funds authorized to be appropriated or otherwise made available for any fiscal year for the Department of Defense may be provided to an institution of higher education that hosts a Confucius Institute.” There is a waiver provision in the legislation which states that “The Secretary of Defense may waive the limitation under subsection (a) with respect to an institution of higher education if the Secretary, after consultation with the National Academies of Sciences, Engineering, and Medicine, determines such a waiver is appropriate.” The effective date for the implementation of this law is 24 months after the date of enactment of this Act and to any subsequent fiscal year.

In accordance with Section 1091 of NDAA 2019 and Section 1062 of NDAA 2021, all applicants must certify whether their institution has a Confucius Institute and must complete the certification form in Appendix C. *The certification form must be signed by an authorized member of the university's Office of Sponsored Research or equivalent office, or by a university officer with financial oversight for the proposed program.*

Institutions may provide IIE notice of change in status at any time before the grant award start date and re-submit a certification to provide a status update.

The certification form is not a component of the evaluation criteria identified in Section 4 of this Request for Proposal and an institution's response on the certification form is not a factor for consideration in the merit review process.

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 may include outside evaluators from academia, the private or federal sectors, or other individuals knowledgeable in the field. Evaluators will rank proposals and make recommendations to IIE. **The certification form in Appendix C is not a component of the evaluation criteria identified in this section and an institution's response within the form is not a factor for consideration in the merit review process.**

Final award funding decisions will be made by DLNSEO, 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.

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

Final awards will be made by IIE to selected institutions. IIE may discuss the grant application with the applicant, if necessary. IIE also reserves the right to award grants without discussion with any applicants. IIE may reject any or all applications, or cancel the competition, if applications do not sufficiently demonstrate the ability to meet the stated program goals.

EVALUATION CRITERIA

Below are the evaluation criteria that will be used to evaluate selection to the program.

I. Evidence of DOD collaboration: 20 points

Proposals will be evaluated on their ability to demonstrate a clear, collaborative partnership with a DOD unit, office, or agency and their ability to demonstrate how the proposed training meets a DOD mission requirement.

- Does the proposal clearly demonstrate that the proposed training satisfies a specific DOD training need for the DOD partner(s)?
- Does the proposal clearly demonstrate that DOD personnel will utilize the proposed training?

II. Alignment with and support for the National Defense Strategy and DOD LREC Talent Management Roadmap: 20 points

- Does the proposal show a clear alignment with the Department's strategic documents?

- Does the proposal clearly demonstrate a commitment to providing language, regional expertise, and cultural training that will increase the Department's ability to strengthen deterrence efforts in response to the pacing threat of the People's Republic of China and deepen collaboration with NATO and our allies and partners in order to deter Russian aggression and mitigate threats from North Korea, Iran, and transnational extremist organizations?
- Does the proposal include programming that supports the requirements of the Cryptologic Language Analyst, FAO, and Special Forces communities, including high levels of language proficiency (ILR 2+ and above) along with technical and domain-specific vocabulary?

III. Strength of proposed plan and institutional training capability: 20 points

Proposals will be evaluated on the quality of their proposed training plans. Proposals must describe in detail the ability to provide the specific training proposed.

Does the proposal demonstrate sufficient institutional expertise in both the instructional content and the ability to execute the trainings they have proposed?

- Does the proposal employ appropriate and effective methods and approaches and are these methods and approaches tailored to meet the specific needs of the proposed DOD partners?
- Does the proposal articulate previous experience in development and execution of language, regional, and cultural training?
- Does the proposal address a plan to fully utilize and maximize training capacity in order to best leverage federal dollars?
- Does the proposal demonstrate a clear and sufficient plan for oversight of language instruction?

IV. Quality of institutional capacity, commitment, and leadership: 15 points

Proposals will be evaluated on the degree to which the proposal demonstrates existing institutional capacity and commitment to providing high-quality language training to DOD personnel.

- Does the proposal show clear evidence of institutional capacity and commitment to providing high-quality training to participants?
- Does the proposal show clear evidence of experienced leadership capable of designing, implementing and supporting a sustained program to meet the needs of the DOD personnel?
- Does the proposal provide a clear description of project team collaboration, including roles, responsibilities, and reporting lines?
- Does the proposal address commitment to supporting the language education infrastructure of the institution including plans for teacher training or professional development of its instructors?

V. Strength of reporting metrics and project sustainment:

20 points

Successful applicants will articulate program objectives, assessment targets, effective evaluation processes, and other methods for demonstrating the success of the proposed initiative.

- Does the proposal identify and describe plans for measuring meaningful outcomes?
- Does the proposal state clear participant objectives for each proposed course based on DOD partner needs and include a comprehensive plan aligned to the objectives to assess participants?
- Does the proposal provide a clear description of how program effectiveness will be measured, using evaluation tools appropriate for the program design?
- Does the proposal provide an evaluation plan that will be used to inform programmatic and operational improvements?
- Does the proposal clearly describe the proposed Language Training Center's plans to assess the cost-effectiveness of the program?

VI. Budget and cost effectiveness:

5 points

- Budget narrative must be clear and comprehensive.
- Request must be adequate and reasonable to successfully meet grant objectives.

All costs must be allowable, allocable, and reasonable. DLNSEO and IIE 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 states:

§ 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)).

In response to Section 1091 of the NDAA 2019, the applicant must complete certification as outlined in Section 3 of this request for proposal.

The applicant must agree to abide by all federal laws, 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.”

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 must 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 250 words
5. Proposal Narrative of no more than twenty (20) pages that addresses items a through d:
 - a. Evidence of commitment from a specific DOD unit, office, or agency, which will participate in and benefit from the proposed training.
 - b. A plan that clearly describes how the proposed training meets the needs of the specified DOD unit, office, or agency.
 - c. A plan that outlines the curricular design and the capacity to deliver the training during the proposed period of performance.
 - d. Clear demonstration of connection between proposed training offerings and LTC mission priorities, with special focus on meeting the identified mission highlights mentioned in this RFP associated with the National Defense Strategy and DOD LREC Talent Management Roadmap.
6. A program timeline that indicates specific activities that will be conducted during the project period and the faculty and/or staff members who are responsible for each activity.
7. An appendix, using the template provided in Appendix A, that describes each course, the expected course outcomes including the expected number of participants, expected language proficiency gains (based on the Interagency Language Roundtable scale), and other specific learning outcomes. Outcomes should refer to proficiency needs and goals as outlined by the partnering agency within the Department of Defense. This section should clearly identify assessment tools to be used to measure language and other learning outcomes.
8. A list of key individuals who will be directly involved in the development and management of the program as well as complete contact information (email, addresses, and telephone numbers) for the key leadership at the DOD unit, office, or agency, that intends to partner with the applicant for the proposed training. Curriculum vitae (CV) of **no more than three pages** for those identified as key individuals (key personnel) shall accompany the list of key individuals.
9. A letter of support (or other applicable documentation) from the DOD unit, office or agency intending to participate in the proposed training. The letter of support must come from (i.e. be signed by) the organization's O-6 or higher-level commander. The letter of support should include: a detailed description of the requested training, a statement of commitment

to fully participate in the proposed training, a description of the possible impact if training is not received. The letter must explain why the training requested is best provided by the associated Language Training Center and not available to the DOD organization through normal DOD training programs and resources. Documentation should also describe the role that DOD leadership intends to play (such as selecting personnel to participate) in the proposed collaborative project.

10. Support letter(s) from institutional senior leadership (i.e., president, provost, vice president of academic affairs, dean, department chair) indicating institutional support for the creation of an LTC within the institution that serves DOD personnel.
11. Certification as outlined in Section 3 of the request for proposal.

BUDGET CONTENT

A complete budget should include:

1. Itemized budget
2. Budget narrative (Formatting and samples for narrative notes can be found in the downloadable Excel budget template.)

Using the budget template found in Appendix B, prepare a detailed, line-item budget. Please ensure that each line item is justified in the budget narrative. The budget and budget narrative must:

- a. Include a separate note for each line item in the budget.
 - For fringe benefits, a summary description applied to all rates is acceptable as long as back up documentation is provided. Submissions should include a link to the university's fringe benefits rates and policies.
- b. Budget notes must be ordered sequentially and must follow the order of the line items in the budget.
- c. Budget notes must be written in clear, formal language and full sentences.
- d. Budget notes must describe, in a complete sentence or two, the main project-related responsibilities of each person listed on the budget. If not already listed on the budget, the note should also include the official title or position of the individual. Finally, notes must explain how the cost of the work is being covered, i.e. course buyouts, summer salary, etc.
- e. Whenever possible, the basis for estimating the costs should be explained on the actual budget form (not in the note). When space on the form does not allow for an explanation of costs, explain the basis for estimating the costs in the note. Basis for costs should include, whenever possible, an estimated unit cost and the estimated number of units necessary for the project. Do *not* include the basis for cost estimates in the notes if you have already provided the information on the budget itself.
- f. Essential, project-related overseas travel will be considered on a case-by-case basis. Any overseas travel must include the destination city and country, the number of travelers and the estimated number of days for the trip.
- g. For all international air travel, the Fly America Act will apply, and flights should be budgeted accordingly. As funding is through the Department of Defense, the Open Skies Agreement will not apply.

- h. For domestic travel, list each trip separately on the budget form. LTC programs should plan to include budgeted travel (transportation, lodging, and per diem) for the Program PI/Director and Coordinator to attend an annual LTC Program meeting (approximately two days). For planning purposes, Washington, DC should be used as the meeting destination.
- i. Please provide a link to the university's NICRA agreement.

APPLICATION FORMAT

1. Margins: 1'' on all sides
2. Type face: 12 pt. Times New Roman
3. Spacing: double-spaced throughout
4. Table of Contents
5. Pages numbered consecutively in each of the six PDF pieces, and in the order specified in "Transmission Instructions" (e.g. Part 1, p.1).
6. Proposal to be submitted using the secure online proposal submission portal. The proposal will be uploaded in six parts (each part in PDF format), detailed as follows:
 - **Proposal** (Transmittal Letter, Title Page, Table of Contents, Abstract, Proposal Narrative, Key Personnel)
 - **Program Timeline**
 - **Course Details**
 - **Letters of Support** (Letter from DOD partner(s) and Letter from institution's senior leadership)
 - **Budget and Budget Narrative** (Itemized budget formatted to match Appendix B template, accompanied by supporting budget narrative notes. The use of the Excel version of the template is required to create the budget and associated notes. The template is available online for download along with this RFP.)
 - **Certification** (Appendix C: CI Certification)

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

APPLICATION QUESTIONS

A *webinar for institutions* will be held on *January 8, 2025 from 2:30-3:30 p.m. Eastern Time* to field questions regarding this solicitation.

A separate *webinar for DOD components* interested in learning about the program will be held on *December 12, 2024 from 2:00-3:00 p.m. Eastern Time*.

Registration for the above-mentioned webinars is available by going to <https://www.dodltc.org/> and clicking on the registration links listed in the Request for Proposals section of the website. Advance registration is required to attend each webinar.

Applicants are strongly encouraged to participate in the scheduled webinar. Additionally, applicants may submit questions to LTC@jie.org. Questions will be answered by e-mail and will be included in a Q&A document, which will be posted on <http://www.dodltc.org/request-proposal> and updated periodically. As necessary, telephone calls may be scheduled to answer more complex questions.

All questions must be submitted no later than January 22, 2025. A final version of the Q&A document will be posted no later than January 31, 2025.

Information about the LTC Program can be found at <https://www.dodltc.org>. Additional information about the LTC Program can be found at <https://www.dlnseo.mil>.

TRANSMISSION INSTRUCTIONS

The completed proposal, including the budget, all appendices and attachments must be submitted as six 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 six PDF sections as follows:

- **Part I: Proposal**
 - Transmittal Letter
 - Title Page
 - Table of Contents
 - Abstract
 - Proposal Narrative
 - Key Personnel

- **Part II: Program Timeline**

- **Part III: Course Details**
 - Appendix A: Project Description Template
- **Part IV: Letters of Support**
 - Letter from DOD partner(s)
 - Letter from institution's senior leadership
- **Part V: Budget and Budget Narrative**
 - Itemized budget (reference Appendix B template for guidance)
 - Supporting budget narrative
- **Part VI: Certification**
 - Appendix C: CI Certification

The **DEADLINE FOR RECEIPT** is **4:30 p.m. (Eastern Time), Friday, February 21, 2025**. The burden of timely delivery is the applicant's. Proposals received after the deadline will be disqualified from consideration. Proposals must be submitted online in PDF format using the designated IIE proposal submission portal. Hard copy proposal submissions will not be accepted.

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

https://myapp.iie.org/rfp_ltc2025

Upon arrival at the proposal submission portal site, first-time 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 the *Start New Application* link to begin the proposal submission process. As 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 "Language Training Centers 2024-25" from the drop-down menu, then 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 should direct their inquiries to ltc@iie.org. Please include "Proposal Submission Assistance" in the email subject line.

APPENDIX A: PROJECT DESCRIPTION TEMPLATE

Institution Name:

Complete the following table with no more than 250 words for each DOD partner.

DOD Partner:	
Language(s):	
Contact Hours:	
Program purpose and goals:	
Estimated number of trainings:	
Student enrollment per training:	
Curriculum and Materials Development:	
Travel (if applicable):	

APPENDIX B: BUDGET TEMPLATE

Applicants are required to use the downloadable Excel version of the following budget template to create the proposal budget and associated budget narrative notes. Please include 2 decimal places in all budget categories that are not whole numbers. Do not use rounding formulas.

INSTITUTION NAME
Language Training Center
Date

		6/1/2025 - 5/31/2026			
PERSONNEL	Role on Project	Inst. Salary	% Effort	Total	Note
				\$0.00	1
				\$0.00	2
				\$0.00	3
				\$0.00	etc.
			Subtotal	\$0.00	
FRINGE BENEFITS		Salary	Fringe	Total	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
			Subtotal	\$0.00	
TRAVEL	Description	Frequency	Cost	Total	
<i>Example: Location</i>	<i>Purpose</i>			\$0.00	
	<i>Transportation</i>			\$0.00	
	<i>Lodging</i>			\$0.00	
	<i>Meals</i>			\$0.00	
			Subtotal	\$0.00	
EQUIPMENT	Description	Frequency	Cost	Total	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
			Subtotal	\$0.00	
MATERIALS AND SUPPLIES	Description	Frequency	Cost	Total	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
			Subtotal	\$0.00	
CONTRACTUAL	Description	Frequency	Cost	Total	
				\$0.00	
				\$0.00	

				\$0.00	
				\$0.00	
			Subtotal	\$0.00	
OTHER EXPENSES	Description	Frequency	Cost	Total	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
			Subtotal	\$0.00	
PARTICIPANT SUPPORT COSTS	Description	Frequency	Cost	Total	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
			Subtotal	\$0.00	
SUBTOTAL DIRECT COSTS				\$0.00	
MODIFIED TOTAL DIRECT COSTS				\$0.00	
TOTAL INDIRECT COSTS				\$0.00	
TOTAL AWARD AMOUNT				\$0.00	

APPENDIX C: CONFUCIUS INSTITUTE CERTIFICATION FORM

**CERTIFICATION UNDER SUBSECTION (c) OF 1091
PROHIBITION OF FUNDS FOR CHINESE LANGUAGE INSTRUCTION PROVIDED BY A
CONFUCIUS INSTITUTE**

University Name (the "Institution"): _____

Address: _____

Program (the "Program"): Language Training Center (LTC) Program

The John S. McCain National Defense Authorization Act for Fiscal Year 2019 (Public Law No. 115-232 or the "Act") prohibits any funds authorized to be appropriated by the Act or otherwise made available for the Department of Defense to be obligated or expended for Chinese language instruction provided by a Confucius Institute.

Furthermore, none of the funds authorized to be appropriated by the Act or otherwise made available for the Department of Defense may be obligated or expended to support a Chinese language program at an institution of higher education that hosts a Confucius Institute.

Additionally, NDAA for FY 2021, Section 1062 states that "none of the funds authorized to be appropriated or otherwise made available for any fiscal year for the Department of Defense may be provided to an institution of higher education that hosts a Confucius Institute." There is a waiver provision in the legislation which states that "The Secretary of Defense may waive the limitation under subsection (a) with respect to an institution of higher education if the Secretary, after consultation with the National Academies of Sciences, Engineering, and Medicine, determines such a waiver is appropriate. The effective date for implementation of this law is 24 months after the date of the enactment of this Act and to any subsequent fiscal year.

- The Institution does not host a Confucius Institute.
- The Institution has obtained a waiver from the DOD Office of the Under Secretary of Defense for Research and Engineering Confucius Institute Waiver Program (CIWP).

As an authorized agent of the Institution, I acknowledge and certify that the above is true and accurate to the best of my knowledge.

Signature

Name: _____

Date: _____

Title: _____