

NATIONAL SECURITY EDUCATION PROGRAM

NATIONAL FLAGSHIP LANGUAGE INITIATIVE

CHINESE K-16 PIPELINE PROJECT

Solicitation and Application Guidelines

DEADLINE FOR RECEIPT OF PROPOSALS:

July 8, 2005

May 4, 2005

Dear Potential Grant Applicant,

The National Security Education Program (NSEP), in collaboration with the Academy for Educational Development (AED), is pleased to provide you with a solicitation for a new project under NSEP's *National Flagship Language Initiative*.

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

NSEP's National Flagship Language Initiative (NFLI) is designed to address the vital need for more advanced skills in languages critical to U.S. national security. NFLI has successfully launched comprehensive programs of instruction in Arabic, Chinese (Mandarin), Korean and Russian.

We hope through this solicitation to identify and invest in a Chinese pilot program that models long sequences of instruction in a language critical our national interest.

Any questions may be directed to AED at flagship@aed.org. Phone inquiries will be not considered.

Sincerely,

Elizabeth Veatch
Director, NSEP Fellowships and Grants

Academy for Educational Development
Washington DC

Section A: **Program Information**

The Academy for Educational Development (AED), acting as the administrative agent of the National Security Education Program (NSEP) for the National Flagship Language Initiative (NFLI), seeks proposals from U.S. institutions of higher education to develop and implement a national Chinese flagship program including an innovative, articulated K-16 program in Chinese language instruction.

BACKGROUND: THE NATIONAL SECURITY EDUCATION PROGRAM AND THE NATIONAL FLAGSHIP LANGUAGE INITIATIVE

THE NATIONAL SECURITY EDUCATION PROGRAM

In December 1991, the President signed the National Security Education Act. The Act provided for the establishment of the National Security Education Program, the National Security Education Board, and a trust fund in the U.S. Treasury to provide all resources for the program. The mission of the National Security Education Program (NSEP) is to lead in a national effort to educate U.S. citizens to: (1) understand foreign languages and cultures; (2) strengthen U.S. economic competitiveness; and (3) enhance international cooperation and U.S. national security.

THE NATIONAL FLAGSHIP LANGUAGE INITIATIVE

The *National Flagship Language Initiative (NFLI)*, under the auspices of the National Security Education Program (NSEP), is establishing national flagship language programs across the U.S. These programs, coupled with NSEP-funded scholarships and fellowships carrying a federal service obligation, are designed to produce significant numbers of graduates, across disciplines, with advanced levels of proficiency in languages critical to national security, many of whom will be candidates for employment with agencies and offices of the federal government.¹ The *NFLI* represents a major and vital strategic partnership between the federal government and higher education to implement systematic programs designed to embrace language competency as its central mission.

Increasingly, a number of foreign language programs in the U.S., both federal and academic, have turned their attention toward the development of “superior” (level 3) language skills as opposed to the goal of “limited working proficiency” (level 2, advanced). This change reflects the recognition that a level 2 language

¹ While NSEP provides full funding for some students to attend NFLI programs, they are open to any student who meets the minimum requirements established by the NFLI institution. These students may receive some subsidies through the NSEP/NFLI grant or fund themselves through outside support.

proficiency is generally insufficient in more complex and sophisticated work-related tasks. Simply put, a professional working at a level 2 proficiency in a language cannot communicate effectively in professional settings in that language. The *NFLI* addresses the urgent and growing need for significantly higher levels of language competency among a broader cross-section of professionals, particularly for those who will join federal agencies. The goal of the NFLI is to produce students with professional proficiency (level 3 and beyond) in critical languages, where the individual is capable of, for example, speaking with sufficient accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

Through competitive solicitation processes NFLI has already established the following programs in **Arabic, Chinese, Korean and Russian**.

Arabic

Georgetown University
University of Maryland, College Park
Overseas Programs at Center for Advanced Study of Arabic (CASA), Cairo, Egypt and the University of Damascus, Syria

Chinese

Brigham Young University
Ohio State University
University of Mississippi (regional flagship pipeline)²
Overseas program at Nanjing University, China

Korean

University of California, Los Angeles
University of Hawaii, Manoa
Overseas program at Korea University

Russian³

Overseas program at St. Petersburg State University

Each NFLI program consists of a one-year customized and intensive U.S.-based program followed by a second year of in-country immersion. Some of these programs began enrolling students in fall 2003 while others began in fall 2004. Newly established programs in Arabic will begin enrolling students in fall 2005, as will the Chinese program at Ohio State University. The Arabic, Chinese, and Korean programs consist of one-year full-time intensive on-campus programs

² The regional flagship pipeline at the University of Mississippi is part of a pilot NFLI effort to explore the development of a prototype national system for a language that would include K-12 programs as well as regionally located language feeder programs for students to move more systematically toward advanced proficiencies.

³ The current Russian Flagship program is only overseas; a U.S.-based program is to be established in 2005-2006 time period.

followed by one-year overseas immersion study and internships. The Russian program currently consists of a one-year overseas immersion at St. Petersburg State University in Russia.

This solicitation seeks both to establish a third National Chinese Flagship Program and launch an effort to develop and implement a fully articulated K-16 program of instruction. The successful applicant will receive NFLI support to: (1) establish a Chinese Flagship program that addresses the needs of students already at the advanced proficiency level and (2) work closely with one or more geographically proximate elementary/middle/high school systems to establish an articulated Chinese language program that progresses from the elementary grades into advanced Chinese at the university level. Consistent with all NFLI programs, the final outcome of the program is expected to be students with superior (3) level proficiency in Chinese.

We strongly encourage all potential applicants to review curriculum and approaches at each of the current NFLI institutions. In particular, we suggest that all applicants review material available from Brigham Young University and Ohio State University on Chinese Flagship programs. Information about NFLI and each NFLI program may be obtained at: www.nflc.org/nfli. This site provides links to extensive information at each program's website.

In addition, we strongly urge applicants to work with local education systems in the development of their proposals and to carefully review the status of curriculum and approaches to K-12 foreign language education in the United States as well as in the specific schools to be included in the proposed approach.

OVERALL NFLI GOALS AND OBJECTIVES

The overall goal of NFLI is to address critical and expanding federal needs for language by establishing a set of centers that program language learning to the superior (3) level and beyond.

The objectives of NFLI are to:

- Establish centers for the teaching of critical languages to the superior level and beyond;
- Develop and test curricular, institutional, and instructional models for advanced language learning;
- Stimulate institutional support and long-term commitment to reforming language learning;
- Improve national capacity in critical languages.

While the central NFLI mission is to focus on opportunities to progress from the advanced (2) to the superior (3) level, we also recognize the necessity to establish clearly articulated models that demonstrate how language learning progresses from early years of education through college. The lack of such clearly articulated national models remains one of the most serious deficiencies in language learning in the U.S.

AMOUNT OF FUNDING

The NSEP is committed to a substantial long-term investment in the development and implementation of a Chinese K-16 Pipeline Project as a prototype for other programs in Chinese and other languages. The grant will be administered by the Academy for Educational Development (AED). AED anticipates awarding one multi-year grant. The amount of the initial grant (first year) is expected to be up to \$700,000; the exact final amount will be based on the successful applicant's proposal, as well as extensive follow-up discussions on the requirements for a successful project. NSEP expects to continue funding over an extended period of time sufficient to implement fully all aspects of a K-16 program in Chinese. Annual funding levels, after the first year, will depend upon the identified and specific needs of the program.

The NFLI requires demonstration of commitment on the part of the higher education institution and its partners in the K-12 sector to the long-term success of this effort. NSEP expects the successful grant recipient to identify additional sources of funding, both public and private, for the second year and beyond.

The NFLI also requires significant commitment on the part of institutions involved in this effort to cost share. We also discourage participating institutions from practices that unnecessarily increase costs, such as layering of overhead costs, unnecessary travel, consulting fees, and equipment.

CONSORTIAL ARRANGEMENTS, COOPERATION ACROSS UNIVERSITIES, PARTNERSHIPS WITH K-12 PROGRAMS

Applicants must establish partnerships with one or more K-12 Chinese language programs to be eligible for funding. These partnerships must be identified and discussed as an integral component of the proposal with clear evidence of the commitment of the K-12 partners as well as the identification of pre-existing populations in these K-12 environments that are committed to the study of Chinese. Consortia and cooperative arrangements across universities, led by an institution of higher education, that embody substantive partnerships to provide major elements of the curricular emphases detailed below will also be considered, provided that such consortia include K-12 partners. Proposals must address how K-12 educators will be involved in planning and implementing the curriculum and ensuring continuity of student progress from the K-12 to postsecondary levels.

PROGRAM EMPHASES

Given the fact that the overwhelming majority of college graduates attain the intermediate high (1+) level in speaking, and at best the advanced (2) level in reading and listening, the task of raising the bar to produce graduates across disciplines at the Superior (3) level is daunting. Therefore, the NFLI assumes that language programs will need to be radically re-engineered to achieve the goal of producing graduates with professional levels of language proficiency. The NFLI encourages applicants to consider a broad range of transformative activities, with respect to curricular design, institutional enhancements, and institutional commitment to advanced language programming. The NFLI believes that each of these emphases is integral to the achievement of long-term, sustained transformation of language programming in higher education, and each proposal must carefully address the elements laid out below.

The NFLI also recognizes that the effort to produce a substantial number of graduates across disciplines at the Superior level can only succeed in the long-term if we develop adequate pipelines throughout the educational system, from kindergarten through college. The National Language Conference sponsored in June 2004 by the U.S. Department of Defense and the Center for Advanced Study of Language (CASL) at the University of Maryland, together with a recently held National Language Policy Summit sponsored by ACTFL (American Council on the Teaching of Foreign Languages), highlighted the compelling need for articulated programs that develop paths for U.S. students, as early as possible in the education process, to move toward higher levels of proficiency in critical languages. The *Chinese K-16 Flagship* responds to a number of compelling requirements articulated at the June 2004 Conference, including:

- Increasing language skills and cultural awareness are national requirements that will be filled primarily at the state and local level.
- Meeting the need for greater coordination within the elementary, secondary, and post-secondary educational system and a need for coordination at the national level.
- Providing a national language strategy that is affordable and encompasses both bottom-up and top-down initiatives.

The two sections that follow provide overviews of curricular design objectives of the two related key components of this project: (1) a National Chinese Flagship Program; and (2) an articulated K-12 Chinese program.

CURRICULAR DESIGN: NATIONAL FLAGSHIP PROGRAM

NSEP seeks to identify and fund a third National Flagship Program in Chinese. Two Flagship programs in Chinese are already operational: at Brigham Young University (BYU) and Ohio State University (OSU). These programs admit students, primarily at the post-baccalaureate level, who have already achieved proficiency at the advanced (2) level. The full-time programs conduct intensive study of Chinese over a two-year period, including a first year at the institution and a second in an overseas immersion environment.

The K-16 Chinese National Flagship Program will collaborate with the programs at BYU and OSU. However, this third program, unlike the current efforts at BYU and OSU, must anticipate enrolling incoming first-year university students with advanced levels of proficiency. We expect the program to ensure that such students can progress to the superior level as part of their overall undergraduate education, combining innovative curricular approaches together with opportunities for overseas immersion. NFLI will also work with the two existing Chinese Flagship programs to develop “spinoff” opportunities where K-12 students can also choose to attend these institutions as undergraduates and integrate more advanced Chinese into their curricula.

The proposed program must make clear and explicit the curricular model it seeks to implement. While the NFLI neither limits the curricular models nor expresses a preference for any one model, the proposal should address the following factors with respect to curricular design.

- Diagnostic assessment: Given that students at the more advanced levels will enter postsecondary institutions with varying skills, competencies, language learning backgrounds, and disciplinary interests, successful programs will have instituted rigorous diagnostic assessment systems which place students in the postsecondary program and prescribe courses of study directed at the strengths and weaknesses of the individual learner.
- Customized and individualized language learning: given that the proficiency target for the NFLI is set exceedingly high and the cadre of students entering the postsecondary institution will vary in background, strengths and weaknesses, rates of progress, and disciplinary interests, learning must be customized to the needs of each student. Such customization may entail:
 - A modularized curriculum, where learners can take the configurations of sub-course units appropriate to their needs, strengths, and weaknesses;
 - Variable credit according to work done;
 - A learning consultation service available to students, for ongoing assessment of student progress and feedback for the student, instructors, and curriculum;

- Innovative use of technology for language learning
- Incorporation of Second Language Acquisition (SLA) research: While the intuition and practice of experienced teachers is invaluable, the field of SLA has made significant contributions to the understanding of how learners acquire language and how programmatic factors influence that acquisition. The successful program will make use of SLA research and faculty expertise in SLA in its curricular design and on-going operation. Successful applicants will demonstrate significant on-campus expertise in SLA or firm commitments to secure off-campus expertise.
- Experiential and interdisciplinary language learning: Given that NFLI students study a range of disciplines deemed by the NSEP to be critical to national security, including but not limited to agriculture and food sciences, business and economics, engineering, computer and information sciences, law, applied sciences, and social sciences, the successful program will prepare students able to use their language skills professionally, in a range of disciplines. The NFLI believes that such preparation will require that the program incorporate in its curriculum
 - Significant collaboration with campus units in other disciplines in curricular design and program implementation;
 - Experiential learning opportunities, including disciplinary modules and/or courses in the target language, local internships, and study and work abroad externships.
- Integration of evaluation in curricular design and program: Given the high standards for success and continued funding, evaluation of student progress and program performance must be incorporated into the program and curricular design.

CURRICULAR DESIGN: K-12 ARTICULATION

NSEP also seeks to address the systematic learning of Chinese throughout a student's educational career beginning with kindergarten and progressing through elementary, middle, and high school. The major objective of the K-12 effort is to guarantee a flow of high school graduates who are sufficiently proficient in Chinese to transition immediately into higher-level instruction offered by NFLI university flagship programs.

NSEP recognizes the importance of partnerships between higher education and K-12 programs. However, NSEP also recognizes that this partnership must be "two-way" with all levels contributing equally. NSEP also recognizes that university and K-12 language programs possess limited knowledge about the realities faced by each in their separate endeavors. Consequently, we seek proposed programs that address this by offering

approaches that recognize and embrace the inherent differences in K-12 and higher education language learning environments. NSEP also seeks to ensure that the rich population of Chinese heritage students is appropriately addressed.

While NFLI does not seek to limit the curricular models, we expect to fund an effort that implements standards for foreign language learning developed under an earlier grant funded by the U.S. Department of Education and codified as part of the National Standards for Language Learning. These standards emphasize real-world language use and what students can do with their communicative language skills. The framework for assessing communicative ability focuses on listening, speaking, reading, and writing skills within three modes of communication: interpersonal, interpretive, and presentational. The interpersonal mode involves two-way, interactive communication, such as conversing face-to-face or exchanging e-mail messages. The interpretive mode relates to the understanding of spoken or written language, such as listening to a broadcast or reading a magazine. The presentational mode involves creating spoken or written communication, such as giving a speech or writing a story.

NSEP encourages applicants to review the *National Standards for Foreign Language Learning* and develop an approach that, at the completion of Grade 12, yields a cohort of students who can effectively (1) communicate in all three modes; (2) understand culture; (3) assess linguistic and cultural differences; and (4) show evidence of using the target language beyond the classroom. Applicants are strongly encouraged to identify clearly stated performance benchmarks at critical points in students' progression through levels of instruction in elementary, middle, and high school and a description of the program model that will allow students to attain those performance criteria.

NSEP is also concerned that approaches be carefully considered that guarantee retention of students within the K-12 environment and, subsequently, from K-12 to the university flagship program. Proposals should emphasize how the program will address this critical issue to ensure academic placement for successful language students throughout the progression from K-16.

Because continuous progress toward increasingly higher levels of performance will be a key factor in program success, applicants should:

1. Demonstrate how they will collaborate with elementary, middle, and high schools to develop an articulated curriculum for students;
2. Identify the target proficiency levels of students at critical benchmarks (e.g., grades 4, 8, and 12);
3. Address how progress toward proficiency standards will be assessed at critical benchmarks and how the project will use the results of this assessment to ensure continuous progress toward required outcomes;
4. Indicate how the institution of higher education will ensure that students entering from a K-12 program will be enabled to continue to progress

- toward the superior proficiency level through a well planned articulation process which includes diagnostic assessment for placement of high school graduates in university programs; and
5. Ensure that pedagogical philosophy, goals, and approaches are consistent throughout the K-16 program.

NSEP recognizes the long-term commitment required to develop and implement a fully articulated K-16 model. We are highly committed to this long-term development. NSEP also requires the successful applicant to focus on short-term opportunities for success, specifically in articulating the relationship between advanced proficient high school juniors and seniors and the university level flagship programs.⁴ The successful applicant will combine a comprehensive approach to building the K-12 articulation with the development of opportunities at the university level for high school students.

MAXIMUM EXPOSURE TO AND USE OF THE LANGUAGE

As the road to attaining the superior (3) proficiency level requires a significant amount of “time on task,” the successful program’s curricular design, at both university and K-12 levels, will maximize the exposure to and significant use of the target language, drawing on partnerships with the full and best resources of the particular language field, through a combination of:

- Additional classroom instruction;
- Rich access to target-language materials;
- Immersion environments, such as language houses and language tables; at K-12 – immersion classrooms, immersion weekends, summer experiences;
- Immersion learning opportunities and internships in local heritage language communities;
- Summer-term intensive and immersion opportunities.

POSTSECONDARY INSTITUTIONAL ENHANCEMENTS

The feasibility of attaining the goal of the NFLI rests on certain assumptions regarding the institutional context of successful programs. Applicants should address the following:

- **Autonomy and flexibility:** The requirement to design, implement, and test a curriculum in a short time frame while reaching across disciplines and internal institutional boundaries requires that the K-16 program be located in centers dedicated to the goals expressed

⁴ Grant applicants should address how they would expect to accommodate a limited number of qualified year 2006 high school graduates in a university-based flagship pilot program beginning in the 2006-07 academic year.

by the NFLI. The NFLI will consider proposals that create new centers as well as proposals that place the program in an existing center. In either case, the applicant must identify concretely the location of the center, the K-12 schools that will be involved, the project leadership, its staffing, its school district and campus “chains of command,” and the procedures by which it will implement the proposed curriculum.

- Recruiting from proficient populations: The NFLI expects applicants to describe the pre-existing recruiting pools, to identify local school systems with Chinese language programs and enrollments already in place, opportunities to recruit graduates of high-quality high-school language programs in Chinese, and students with significant experience abroad in Chinese. Ideally, applicants will supply data on the size and median proficiency levels of recruiting pools. Applicants will then target one or two subsets of the recruiting population for inclusion in this project. Applicants must demonstrate a commitment to recruiting and describe a recruiting plan.
- Recruiting from disciplines: The long-term success of the NFLI and the projects it funds will depend in large measure on the capability of U.S. higher education to supply to the U.S. government graduates across disciplines who are proficient in critical languages. Applicants must demonstrate the potential to attract students from disciplines beyond language, literature, and the humanities.
- Recruiting nationally: NFLI funds portable student scholarships and fellowships under the NSEP’s current scholarship and fellowship programs. Flagship Language programs funded under this solicitation must be ready and able to accept those students, as well as U.S. government personnel, who may not be matriculants or degree seekers.
- Collaboration with other programs: Because NFLI has already established two Chinese Flagship programs and a successful overseas program, NSEP will require collaboration and cooperation among all of these efforts.

STUDENT RETENTION

Applicants must address the incentives and process they will put in place to maximize the retention of students throughout the K-16 program. This should include a focus on approaches that ensure maximum retention of students throughout the K-12 system and admission of successful graduates of the high school language program language to the university flagship program.

INSTITUTIONAL COMMITMENT

Given the ambit of the NFLI and the curricular and structural implications of the NFLI for potential applicants, and in particular considering the difficulty of supporting courses with low enrollments, the NFLI seeks continuity, institutionalization, and sustainability in these projects, requiring a tangible commitment on the part of institutions to guarantee the success of the program. Successful applicants will:

- Provide for program coordination at the K-12 level, with the coordinator reporting directly to a school district administrator empowered to ensure that project goals and objectives are institutionally supported in terms of time allocated to language learning, quality teachers, and attention to faculty development.
- At the postsecondary level, establish a relationship for the program to report to a central administrator at a level no lower than the dean;
- Suspend, as necessary, institutional limits on course size, as well as removing other institutional barriers to low-density programs;
- Provide significant matching funds which may consist of release time for faculty and senior administrators, budgetary support, travel costs, capital equipment, and so forth.
- Identify opportunities for funding from other public and private sources.

EXPECTED OUTCOMES AND TIMELINES

NSEP expects to award this grant no later than September 1, 2005. Applicants will address the following important outcomes and timetables in their proposals:

Project year 1 (September 1, 2005-August 30, 2006):

NATIONAL CHINESE FLAGSHIP PROGRAM

No later than six months after grant award date, awardee shall furnish a detailed written plan that addresses the curricular and institutional criteria outlined above and provide a draft plan for establishing the center, collaborating with other NFLI Chinese Flagship Programs, recruiting students (including local high school graduates) into a pilot program, and implementing the curriculum. Upon receipt of the plan, NSEP and AED will review and consult with awardees on its substance

and further development. The plan should target enrollments of approximately twelve students for the 2006-2007 academic year.

K-16 PROGRAM

No later than three months after grant award date, the awardee shall furnish a draft partnership plan with specific elementary, middle, and high schools. The plan will provide in detail the specific steps to be undertaken to implement the approach outlined in the proposal. The plan will be reviewed by an NFLI steering group identified.

No later than six months after grant award date, awardee shall furnish a final partnership plan based on comments and discussions with the NFLI steering group.

We expect that the awardee will identify, during the first year, opportunities to implement initial steps in funding key components of the K-12 effort.

Project Year 2 (September 1, 2006-August 30, 2007)

Students will be enrolled in the University-level program in the first semester of academic year 2006-2007.

The awardee will also begin implementation of specific programs at the K-12 level designed in the plan developed during Year 1.

PROPOSED BUDGET

Applicants will provide a detailed comprehensive budget only for Year 1 for both the National Flagship and K-16 Projects. AED reserves the right to renegotiate any component of the successful applicant's budget.

While applicants are expected to provide detailed and long-range plans for the project, AED does not require provision of any budgets for future years at this time.

Applicants are expected to identify specific areas of cost sharing in their proposed budgets. As a general rule, applicants should provide cost sharing of no less than ten percent (10%) of the total proposed cost of the project. For example, if the proposed annual cost of the project is \$700,000, applicants are expected to identify no less than \$70,000 of institutional funds to commit to the effort.

Because of the unique nature of this effort, we expect that the awardee will work closely with AED and NSEP to effectively program and allocate existing funds.

AED will provide the award recipient with maximum flexibility to insure effective use of these funds.

The National Security Education Program anticipates long-term support for all NFLI programs. Funding levels will vary depending on program requirements, performance, and funding availability. NSEP also expects each NFLI program to develop a plan for long-term sustainability that includes support from other sources including government, foundations, and the private sector.

Section B: **Application Procedures**

Point of contact: Please refer all inquiries to:

flagship@aed.org

All inquiries must be submitted by email. Telephone calls will not be answered.

FORMAT:

**NOTICE: FAILURE TO ABIDE BY THE FOLLOWING REQUIREMENTS OR FAILURE TO SUBMIT
A COMPLETE PROPOSAL WILL RESULT IN DISQUALIFICATION.**

1. Margins: 1" on all sides
2. Type face: 12 pt, Times New Roman
3. Spacing: double-spaced throughout
4. Binding: binder clip
5. Copies: one (1) signed original and eleven (11) copies
6. Pages numbered consecutively, starting with title pages, and in the order specified at "proposal contents" below.

PROPOSAL CONTENTS

1. Transmittal letter, signed by cognizant authority at applicant institution
2. Title page
3. Abstract of no longer than 250 words
4. Narrative: length: no more than thirty-five (35) pages; exclusive of title page, abstract page, budget, and budget narrative
5. Budget
6. Budget narrative: Three (3) pages, maximum
7. Background information: If appropriate, background material about the institution, or the institutional arrangements for consortia, stressing how the institutions will cooperate and collaborate. The length of the background information must be no more than five (5) pages, which do not count against the 35 page narrative limit. Any material in excess of these 5 pages will be considered excessive and may result in disqualification by the review panel. Extensive and elaborate materials and multimedia presentations are discouraged, and may be interpreted as evidence of the applicant's inability to control administrative costs.
8. CVs: For key personnel, CVs may be included and do not count against the 35 page narrative limit.

ONE (1) COPY of the institution's Indirect Cost Rate Agreement (negotiated with its cognizant government auditor).

Section C: **Merit Review Process and Evaluation Criteria**

MERIT REVIEW PROCESS: The NFLI is administered by the Academy for Educational Development (AED). Proposals are evaluated by independent merit-review panels organized by AED. The panel will rank proposals for funding. A panel of experts will make site visits to the top applicants. Final awards will be made by AED, in collaboration with NSEP, based primarily on the recommendations of the review panel and the experts. Discussions may be held with any of the applicants if AED determines such discussions may be necessary. AED reserves the right to award grants without discussion with any applicant. AED may reject any or all applications if such action is in the public interest.

EVALUATION CRITERIA

Proposals will be evaluated based on two sets of criteria. The first set (100 points) refers to the effort to develop the university-based Chinese Flagship Program. The second set (100 points) refers to the effort to develop the K-12 component.

With specific reference to issues regarding the overall proposal as well as the capacity to develop and implement a National Chinese Flagship Program:

UNIVERSITY FLAGSHIP EVALUATION CRITERIA

I. **Quality of leadership and proposed administrative structure: 20 points**

Proposals will be evaluated on the degree to which the project leadership will be able to successfully recruit faculty to participate, communicate with and engage other campus units, as well as the ability of the project to operate across institutional boundaries and to mobilize campus resources. Clear evidence of experienced and capable leadership should be provided as well as the commitment of senior campus administrators.

II. **Institutional commitment and cost sharing: 15 points**

Proposals will be evaluated on the degree to which the institution of higher education provides tangible support to the project and on the degree to which advanced level language learning is part of the institution's mission and long-term strategic planning. Proposals will be evaluated on the extent to which they reflect the goal of a minimum of 10% cost sharing.

With regard to indirect rates the NFLI does not set a maximum limit for indirect costs, due to the varying requirements associated with program development. However, budgets must minimize costs allocated to unassigned institutional “overhead.” As a general guideline, institutions should use the lowest negotiated indirect rates available to them. Indirect rates should not be calculated on grant budget items including: student funding, travel funds, equipment, and sub-contracts or grants to other cooperating institutions. Exorbitant indirect costs may be seen as an indicator of a lack of institutional support and long-term commitment to the project and its goals. Applicants proposing exorbitant indirect rates are considerably less likely to be funded.

III. Depth of demonstrated expertise in SLA: 15 points

Proposals will be evaluated on the degree to which expertise in Second Language Acquisition (SLA) is demonstrated and applied to the proposed curricular design. While on-campus expertise is highly preferred, evidence of significant commitment by external expertise may be partially accepted. Applicants are encouraged to consider the range of SLA subfields, such as classroom-based research, instructional design, study abroad and immersion research, needs analysis, and others, in assessing the overall resources available locally and identifying lacunae.⁵

IV. Strength of articulation plan with K-12: 20 points

Proposals will be evaluated on the strength of the plan to collaborate effectively with the K-12 environment and to ensure that successful high school students at the intermediate high (1+) and advanced (2) proficiency level will enter the university flagship program and continue to advance their Chinese studies to the superior (3) level while matriculated in an academic degree program. The proposal will also be evaluated on how well it reflects the capacity of the university flagship program to recruit entering students nationwide who possess the same level of proficiency to qualify. Proposals will be evaluated on the strength of their approaches to retention. Proposals will be evaluated on the extent to which they articulate a plan for effective communication and collaboration between the university program and the K-12 educational environment.

⁵ Given that the testing of NFLI graduates will be undertaken by the NFLI using established proficiency tests, it is unlikely that extensive on-campus expertise in test design and psychometrics will serve as persuasive evidence of SLA expertise.

V. Strength of proposed curricular design: 15 points

Proposals will be evaluated on the quality of the curricular design. In particular, proposals must identify the curricular design and detail, with support, the posited relationship between that design and the desired project outcomes. That is, the applicant must make clear the theoretical and empirical basis for the curricular design, clearly stating why a particular design was chosen and what evidence exists that the chosen design will attain the desired proficiency outputs. Each component of the design similarly must be placed in the overall design and must be related to the desired project outcomes.

VI. Exposure to language: 10 points

Proposals will be evaluated on the degree to which they incorporate study and work abroad, experiential and community learning, distance learning, and language learning for professional, business and other disciplines.

VII. Strength of collaborations with other disciplines: 5 points

Proposals will be evaluated on the degree to which they demonstrate the substantive involvement of other disciplines, in particular in the professions, in curricular and instructional design in all phases of the curriculum as well as in the recruitment of students.

K-16 EVALUATION CRITERIA

With specific reference to evaluation criteria regarding the proposed model for the K-16:

I. Continuity of instruction from elementary through middle and high school: 25 points

Proposals will be evaluated on degree to which they provide a clear plan for structuring a continuing and fully articulated approach to Chinese language education from K-12. Proposals will be evaluated on the strength of their approach to retaining students in the program.

II. Replicable model of a K-16 pipeline: 10 points

Proposals will be evaluated based on their ability to convey and communicate an approach that can be replicated in other K-16 environments throughout the U.S. and for languages other than Chinese.

III. Curriculum, instruction and outcomes aligned with National Standards for Foreign Language Learning: 10 points

Proposals will be evaluated on the degree to which they are consistent with ongoing national efforts to develop and implement national standards for foreign language learning.

IV. Articulation of targeted language proficiency levels: 10 points

Proposals will be evaluated on the degree to which they provide performance benchmarks at critical points in students' progression through levels of instruction in elementary, middle, and high school and a description of the program model that will allow students to attain those performance criteria.

V. Expertise in Chinese language pedagogy at all levels of instruction: 10 points

Proposals will be evaluated on the extent they incorporate high-level expertise in Chinese language teaching. Where local expertise may not be available, proposals will be evaluated on the identification of nationally available expertise.

VI. Opportunities for applied language use through immersion, internships, community service, etc. at the high school level: 10 points

Proposals will be evaluated on the degree to which they incorporate innovative opportunities for language learning through immersion, internships, and community service.

VII. Commitment of schools in Flagship effort: 25 points

Proposals will be evaluated based on the strength of evidence that the program was developed in close consultation with one or more schools or school districts and evidence on the part of the school(s) or school district(s) of their active participation in the proposed project. Proposals will be evaluated not only on the degree of commitment supported in the proposal narrative but also by documented evidence of active commitment and participation.

Section D: Transmission instructions

Proposals are to be sent by US Postal Service or by delivery service (e.g., FedEx) to:

**National Security Education Program
National Flagship Language Initiative
Academy for Educational Development
1825 Connecticut Avenue, NW
Washington, DC 20009**

The **DEADLINE FOR RECEIPT** is **4:30 p.m. (EDT) Friday July 8, 2005**. The burden of timely delivery is the applicant's. Proposals received after the deadline will be disqualified. Proposals must be mailed or delivered (e.g., FedEx). No faxed or emailed proposals will be accepted.