



**Project Global Officer (GO)
2019 Chinese Language Overseas Program
Request for Proposal Frequently Asked Questions**

Updated: March 14, 2019

PROGRAM:

Q: How many institutional awards do you plan to make?

A: There is not a pre-determined number of Project GO grants that will be awarded. The number of grants will be determined by the quality of applications and the availability of funding.

Q: Is Mandarin preferred for Chinese language instruction or are Chinese dialects also a preference?

A: While both Cantonese and Mandarin are of importance to DoD, Mandarin is more widely spoken in Taiwan. Therefore, applicants should focus on successfully implementing a Mandarin language program. While Taiwanese (Min Nan) and Hakka dialects are also spoken in Taiwan, the focus of proficiency should be on Mandarin. Furthermore, applicants should consider their ability to recruit students who can continue Mandarin language learning at their home institutions. The program's language proficiency testing is also in Mandarin.

Q: What relationship is there between a summer Project GO program and the goal of reaching ILR 1?

A: While we recognize that there are many factors involved with students attaining a minimum proficiency of ILR Level 1, the stated goal of Project GO is to reach this level following 4 semesters (equivalent of 12 credits) of language study. Successful applicants will provide clear pathways for students to achieve this minimum base proficiency goal and beyond in their proposal.

Q: Is there an expected number of students our program must recruit for?

A: Any level of recruitment is acceptable so long as your proposal reflects a realistic recruitment target for the language and language level being offered at your institution and it is clear that the students will be able to meet the minimum proficiency goal of ILR 1 after completing 4 semesters (equivalent of a minimum of 12 credits and up to 20 credits) of language study. Proposed programming must plan for a minimum enrollment of 20 students per summer program.

Q: What factors should we consider for recruitment?

A: While there are many strategies for outreach and recruitment, we encourage you to build a strong relationship with your ROTC department to assist your team with gaining perspectives on considerations specific to ROTC students. ROTC students often major in STEM fields with heavy course loads and two-thirds have never been overseas. In addition, ROTC students have demanding schedules and may have summer training commitments for their specific Service. We encourage you to work closely with your ROTC commanders to seek out the best strategies for recruitment. Additionally, other on-campus

departments may help amplify outreach and recruitment resources, such as the study abroad office, sponsored programs office and financial aid.

Q: Many ROTC students have summer training requirements. How do we overcome this obstacle in recruiting students for our program?

A: We understand that summer training may pose limitations for cadets and midshipmen. We encourage you to consult and work closely with your ROTC commanders to identify students interested in language study early in their academic career and to assist in deconflicting mandatory ROTC summer training requirements. This ensures that a summer or academic year language experience is factored into their 4 or 5 year plans and does not conflict with ROTC training or academic requirements.

Q: Have Project GO programs interacted or participated with friendly foreign militaries?

A: In the past, Project GO students have had experiences with military academies in Taiwan and interacted with ROTC student counterparts in South Korea. This is informal student interaction not official or uniformed exchange. Please consult with ROTC commanders and DLNSEO if formal exchange arrangements are under consideration.

Q: Are institutions expected to develop summer programs specifically for Project GO or can we coordinate with an existing summer language program? Can we share an overseas site with another Project GO institution for study abroad programs?

A: It is possible to coordinate with an existing summer language program (i.e. Taiwan summer language program offered through your university's study abroad office) provided the existing program has the capacity to support a minimum of 20 Project GO students, the language level of instruction is appropriate for the ROTC students recruited, and the program can meet Project GO's program requirement of offering a minimum of eight weeks and/or 150 contact hours of language instruction.

Project GO institutions working with the same third-party provider in the same location will be encouraged to communicate and coordinate on program activities. Programs must also be able to demonstrate the third-party provider's availability of facilities and resources to successfully implement multiple Project GO programs. Please refer to page 12 of the RFP for additional guidance on overseas programs.

Q: Can institutions limit curriculum design targeting only beginners, or are institutions required to recruit students with all levels of proficiency?

A: This is up to the institution to decide what type of curricular design they would like to propose and how it is supported by the strengths of their existing Chinese programming. Overseas programs that assist students to reach ILR 1 goals and beyond are encouraged.

Q: What is the preferred model for curricular design and instructional activities? Should proposed programs be a joint effort between a partner institution and the domestic institution? Are U.S.-based faculty encouraged to be heavily involved in teaching the summer program?

A: We encourage you to utilize a model of curricular design that will support the best possible outcomes in meeting your program goals. There are multiple models used across Project GO programs, including working directly with partner institutions and faculty-led programs in conjunction with overseas institutions. Your proposal should highlight the model that best leverages your current institutional strengths and will maximize your desired program outcomes and student language gains.

Q: Can institutions require our participants to take part in post-program sustainment activities?

A: Yes, institutions may make the decision to require participants to take part in sustainment activities. This type of language would be included in the Terms and Conditions of the award that your institution would have students sign upon acceptance.

Q: How can we inquire about an existing Project GO site?

A: Information on current programs is available on the Project GO website at <http://www.rotcprojectgo.org/>.

Q: Should institutions host local or non-local students in its programs?

A: As outlined on page 7 of the RFP, cross-town participants and participants from other institutions make up an important constituent pool for Project GO. Applicants must address how they plan to enroll and award credit to students from non-Project GO funded institutions.

Applicants must address a national as well as local plan for recruitment and outreach strategy for their respective program. This should encompass a plan and strategy for both on-and off-campus recruitment activities.

Q: Do both local and national ROTC students receive full funding? Is there a percentage of the scholarships that is reserved for local students and another percentage is given to the students that are nationally selected?

A: Local and national ROTC students are eligible for the full scholarship, and there is no set ratio in accepting local students versus national students to your program. ROTC students on the applicant's campus are welcome to apply for other programs as well.

Q: When performing language proficiency assessments of students, in which modality are you most interested?

A: We are interested in improving all modalities (i.e. listening, speaking, reading). Project GO students take both Oral Proficiency Interviews (either OPI or OPIC) for speaking and the Flagship Online Listening and Reading tests, based on the language of study.

Q: Is it possible to integrate funded ROTC Project GO students with non-ROTC students in the same program (e.g. class, overseas study)?

A: Yes, institutions may integrate ROTC and non-ROTC students on programs. However, please work with your sponsored programs office to ensure that all expenses charged to the grant support the ROTC portion and are reasonable, allowable, and allocable.

Q: May programs combine a current study abroad program with the Project GO program?

A: Yes, as mentioned above, institutions may integrate ROTC and non-ROTC students on programs. However, please work with your sponsored programs office to ensure that all expenses charged to the grant support the ROTC portion and are reasonable, allowable, and allocable. Also, please note that the goals of the Project GO program may be different than the pre-designed program, and adjustments should be made accordingly.

Q: An overseas partner requires a minimum enrollment to offer classes separately. If the minimum is not met, the students will be placed in other classes or there will be higher tuition. Is it acceptable for Project GO students to be placed in classes with other L2 learners?

A: This concept is allowable, but the classes would still need to meet the requirements of a Project GO program (number of contact hours, etc.). This may be more difficult as the level of control of content may be lower for the Project GO institution. The model should be thoroughly outlined in the proposal so that the reviewers have a clear idea of how the aspects of the program will be met in this set-up.

Q: What countries may my program consider for Chinese language study abroad locations?

A: This RFP is soliciting proposal for Chinese language instruction in Taiwan only. Other locations will not be considered for program funding. Additionally, travel excursions to China, Hong Kong and Macau are not permitted as a component of Project GO programs.

Q: Do we need to have a Memorandum of Understanding (MOU) in place in order to apply for a specific location or can we show proof of intent to establish an MOU?

A: You do not need to have an MOU in place in order to apply for a specific location. However, if you have had a past MOU and plan to renew you can submit that information along with your application. If you are establishing a relationship with an institution and plan to create an MOU with them in the future, please share what that might look like in your proposal.

Q: Our school has a current Language Flagship program and is interested in applying to Project GO. Will there be a conflict between these two programs?

A: No, there should not be a conflict between your institution's Flagship program and Project GO. In fact, we encourage you to address coordination with The Language Flagship to strengthen your Project GO program in your proposal. Please highlight the learning pathways you will use that are different from The Language Flagship. Please avoid any duplication of costs across programs.

Q: Are Project GO applicants required to provide any funding support to Project GO participants who are enrolled in academic year language programs? Or does the stipulation about scholarships only apply to summer study?

A: As stated under Program Structure on page 4 of the RFP, the Project GO program model allows institutions to design programs that leverage institutional resources within a framework of the program guidelines. Due to the demands placed on ROTC students during the academic year, greater emphasis is placed on the development of intensive summer programs because students have more flexibility to focus on language study in the summer. However, applicants may propose academic year language programming such as semester or academic year abroad language immersion, formal tutoring, Web-based sustainment which can be supported by the grant. Grantees are not required to provide scholarship funding for students enrolled in domestic academic-year programming.

Q: Does Project GO require any written proficiency?

A: Project GO does not test in written proficiency at this time. However, writing ability is a major component in approaching 1+ or 2 in other modalities. Though it is not currently tested, it would be appropriate for students to be reaching intermediate and advanced levels in writing.

Q: Is a pre-program assessment required? Who administers it? A: Pre-program assessment is required for students with existing background in the language. An OPI or OPIc is required. This testing is arranged by the institutions and funded by IIE directly. OPIs are contracted with LTI.

Q: Does the 8-week program need to be continuous, or could it be divided between semesters or summers?

A: The 8-weeks should be continuous. Project GO programs have not been split between the summer and a semester because it is a national program. Most students join the program from another institution, so this would be a challenge. Hybrid programs, with portions of the program occurring domestically, and portions overseas, is allowable, as long as the program is continuous.

Q: Does the 8-week program need to be entirely overseas, or can a portion of the program take place at the funding institution's domestic campus to be followed by overseas programming?

A: Hybrid model programs are open for consideration but there is a preference for the program to take place entirely overseas in Taiwan.

Q: Please define "cross-town" students.

A: Cross-town students are students from different institutions who share the same ROTC unit and commander.

Q: What sort of program reporting is required? Does it require staff to travel overseas?

A: Project GO requires quarterly financial and programmatic reports, as well as a cumulative final report. This will be outlined in the signed project order between IIE and the institution. Reports do not require

staff members to travel overseas. However, the program does require significant oversight of overseas programs and student support, such as academic, health, safety and security.

Q: Should the student orientation be on site, on campus, or online?

A: This is decided by the institution. Since Project GO students are recruited nationally, some programs choose to offer the orientation virtually or bring students together domestically before sending them overseas. A clear plan should be detailed in the proposal.

Q: Do scholarships come from the institution or from IIE?

A: IIE awards funding to the institution, and the institution in turn awards funding directly to the students.

Q: Do excursions and cultural events count as classroom instruction?

A: The 150 contact hours specified in the RFP refers to hours of classroom instruction. If the excursion is a structured part of a class, guided by an instructor, then this possibly could count towards contact hours with appropriate justification.

Q: Does required interaction with local students and residents count as classroom instruction?

A: If this is an experience guided by an instructor that is integrated into the curriculum, then this could count towards contact hours with appropriate justification.

Q: Do tutoring hours count towards instructional hours?

A: No, the 150 contact hours refers to structured classroom instruction.

Q: Do ROTC students encounter issues in applying for their visas?

A: Project GO ROTC students are in student status and are not on official military travel orders. Therefore, we do not anticipate any extraordinary challenges for Project GO students. For more information about visas and international travel to Taiwan, visit:

<https://travel.state.gov/content/travel/en/us-visas/Visa-Reciprocity-and-Civil-Documents-by-Country/Taiwan.html>.

Q: How many credit hours should be awarded for the academic year proposal per semester?

A: This will be dependent on the institution. The 150-contact hour requirement is specific to summer programs.

Proposal:

Q: Can the program be hosted within a non-academic unit, such as a center?

A: As long as you are clear about the reporting lines and the structure between your center and your institution, it is fine if your center is not part of a department. Applicants may include faculty with reporting lines in other units.

Q: Does the Program Director need to be a faculty member or could it be coordinated through a support office with close work with the academic department?

A: There are many different staffing models for Project GO. The director may be a faculty member or a high-level staff position, and in either case close involvement with key language faculty is important. The director should be empowered on campus to make necessary adjustments and direct the program.

Q: Can the position of the "Principal Investigator/Director" be split between two co-directors? If so, would both directors need to hold the status of full-time faculty?

A: Co-directors are allowable on this award. Both directors do not need to be full-time faculty; for example, in the past there have been co-directors who are senior administrators on campus. The important element here is that the co-directors can implement the program effectively on campus, which includes the ability to advocate and create partnerships. Applicants must justify the appointment of the individuals to these positions.

Q: What qualifications and/or background is Project GO looking for in the PIs and Project Director?

A: Project directors tend to have significant experience running these types of programs, combined with individuals with significant experience in language teaching and pedagogy to ensure successful management and implementation of the program.

Q: How many PIs or co-PIs are ideal?

A: The number of PIs that work on the Project GO Program is entirely up to the institution and should be discussed with your Office of Sponsored Programs. Generally, programs have one to two PIs. It is important that the proposal makes clear how the director, or co-directors, can implement the program effectively on campus, which includes the ability to advocate and create partnerships. Applicants must justify the appointment of the individuals to these positions. Please do not exceed two co-PIs.

Q: What is the preferred level of effort for a Project GO Director? Will an institution be expected to pay part of the Director's salary?

A: The level of effort for Project GO Directors typically falls within the range of 1% - 15%, therefore your institution is responsible for paying part of the Director's salary. Project GO does not provide funding for 100% level of effort from Directors or Principal Investigators.

Q: Can a Director also serve as a Co-coordinator for the Project GO Program, with an active role in matters such as recruitment and advising students?

A: We do not recommend a Project GO Director serve as a co-coordinator for the program. Typically, the Project GO coordinator is a member of the administrative staff whose responsibilities include daily

administrative tasks related to outreach and recruitment, student advising and logistical program preparation. The Director's role is separate to this and typically is focused on curriculum development, program design, and partnership building.

Q: Page 7 states that applicants should provide information on the current student body, to include the current or proposed Project GO student body. Should we provide information about proposed Project GO scholarships for 2019 and beyond?

A: Please provide the requested information for your institution's current Project GO student body or an estimate of the proposed Project GO student body as outlined in Appendix B of the RFP.

Q: Is there a minimum requirement for current Chinese enrollment at institution to be eligible to apply?

A: No, there is no minimum requirement for current Chinese enrollment to be eligible for this program. Institutions with large and small Chinese programs will be considered equally.

Q: Page 20 states that the proposal narrative should not be over 20 pages. Do the 20 pages include the abstract?

A: The abstract counts towards the 20-page narrative as stated on page 20 of the RFP but it is up to the institution whether they plan to submit a separate abstract page.

Q: Does the required information on all key personnel count as part of 20 pages of the proposal?

A: The list of key individuals and CVs are not included as part of the 20-page limit for the proposal narrative.

Q: Where does the budget go in the proposal? Does it count as the 20 pages of the proposal narrative? Is it after the list of individuals and their letter of contribution? Is it Appendix A?

A: The budget is completely separate (not part of the narrative and not an appendix). It can be included after the appendices.

Q: What is the difference between the budget summary and the budget narrative?

A: The budget summary should be a short summary chart that outlines the totals of budget subcategories and the overall budget total. The budget narrative is the detailed narrative description of each line item of the detailed budget. Please see page 20 of the RFP for more information regarding what to include in the budget narrative.

Q: If we propose an overseas program, what should we complete in Appendix C?

A: In addition to the table template in Appendix C, applicants should:

1. Complete the following for each level of instruction:
 - a. Prerequisites

- b. Textbooks
 - c. Sample program week, including activities outside of classroom instruction
 - d. Proficiency goal
2. Complete the following for an overseas and/or hybrid program:
- a. Rationale for:
 - i. Selected program location
 - ii. Selected program provider
 - 1. Description of the relationship or agreement between the institution and the program provider (for example, a Memorandum of Understanding or contract)
 - iii. Plan for program oversight and communication

Q: What does the RFP mean by “evidence” in the merit review process Part IV? The text says: "clear evidence of ROTC leadership support for designing and implementing a sustained program..." is preferred.

A: Pages 11-12 of the RFP provides guidance on institutional support building strategies to include ROTC leadership support to the program. Support letters from campus ROTC leadership may be included in the appendices.

Q: Can the applications be submitted electronically?

A: No, applications may not be submitted electronically.

Q: Can we use PowerPoint slides, charts, and other printed media in our grant proposal appendices?

A: Yes, you may use slides, charts, and other printed media in your grant proposal appendices.

Q: Is there a limit to the number, type, or length of appendices that we can submit with our proposal?

A: While there is no limit to the appendices, reviewers will appreciate it if you refrain from appending institutional information.

Q: For what kinds of key personnel do we need to provide resumes?

A: We suggest that you provide resumes for anyone with a significant contribution to the program. At a minimum, this includes the Principal Investigator(s) (PI) and other key personnel.

Q: Are we allowed to submit individual letters of support for our proposal in addition to a collective letter of support?

A: Yes, you are allowed to submit individual letters of support in the appendices of your proposal.

Q: Are electronic signatures acceptable for individuals whose roles are specified in the letter of contribution?

A: Yes, electronic signatures are acceptable.

Q: Are you looking for a specific type of assessment evidence to evaluate our programs in the RFP? Is it possible to use scores from our own placement exams?

A: Any previous assessment evidence that demonstrates language proficiency is acceptable.

Q: Do we need to submit a proposal for both summer language instruction and academic year language programming, or one or the other?

A: It is expected that all successful proposals have a strong summer immersion program. If an applicant has significant numbers of ROTC students on campus that can benefit from academic support in academic year instruction, then building this into the proposal could be beneficial but it is not necessary.

Q: Should academic year proposals support students external to the institution?

A: Blended learning or online options for students that participated in the program but are not on campus are allowable. There may be more sustainment opportunities to work with on-campus students through tutoring and classes.

Q: What coordination with ROTC HQs is required when developing a proposal?

A: At a minimum, applicants should coordinate with the local ROTC commander. They are a key stakeholder and they may have additional knowledge regarding training requirements for cadets and midshipmen. Applicants are encouraged to solicit feedback with the local ROTC staff/cadre if the proposal is feasible.

Q: Is there a difference between “Project GO” and ROTC students in the RFP?

A: “ROTC” students refers to potential applicants. “Project GO” students are ROTC students who have been selected to participate in one or more parts of the program.

Q: Can examples of prior program success be included in the proposal by current Project GO institutions?

A: Yes. In addition, all proposals should highlight success, even if the institution does not currently have a Project GO. IIE encourages all institutions to share what they have accomplished and highlight measured outcomes in the proposal.

Q: May letters of support from Project GO alumni/ae be included in the proposal?

A: Yes, letters of support from alumni/ae may be included in the proposal but are not required.

Q: The RFP states that double-spacing is required throughout the proposal. Does this include all sections of the proposal?

A: Yes, please double-space throughout the entire proposal.

Q: The proposal content section of the RFP mentions an annual timeline for program development and activities. Can this annual timeline be an appendix that clearly defines the curriculum content and activities?

A: Curriculum content should mostly be addressed in detail in the proposal narrative as opposed to the annual timeline. However, key points for curriculum and program development may be highlighted in the timeline, along with the program activities.

Q: On page 24 of the RFP it refers to sending “one signed original” proposal copy. Who and where should the signature be? Should it be signed only by the Office of Sponsored Programs in the transmittal letter?

A: The original would be the original cover letter that states that the proposal is authorized to be submitted on behalf of your University. This is typically signed by the Director of the university’s Office of Sponsored Programs or another designated university official that has the authority to authorize the submission of the proposal on behalf of your specific institution.

Q: The RFP requires that the program coordinator work 50% on the award. Would it be acceptable to budget 50% of time for the academic year, and less time during the summer when they may have less to do?

A: IIE recognizes that coordinator level of effort (LoE) at any given time may change based on activities scheduled for that time of year, however, the cumulative LoE for the coordinator over the 14-month award period must be 50%. This will allow for some flexibility based on activities at any given time.

Q: Does the 50% minimum LOE requirement for a Project GO coordinator have to be allocated to a single coordinator or can multiple coordinators, each providing the program a specialized component of administrative support, be considered acceptable if their cumulative LOE over 14 months is equivalent to 50% LOE for program coordination support?

A: Cumulative LOE provided by multiple coordinators adding up to the 50% minimum requirement can be acceptable. Institutions proposing this model are encouraged to explain in their proposal the reason for allocating program coordinator support in this manner, highlighting any leveraging of institutional strengths. Proposals should also clearly indicate what support will be provided by each coordinator and how the combined coordination efforts supply an adequate level of administrative support for the proposed program.

Q: The RFP (page 21) states that funds should be budgeted "at a minimum 50% level of effort (LoE), to help in the administration and management of the Project GO Program at the applicant’s institution." Does this mean that 50% is the minimum that can be included in the proposed budget for the grant and that the maximum can range freely upwards from that level? Can the grant fund a 100% of this position?

A: This is correct. It is allowable to fund a full coordinator position (100%) through this award.

Q: The grant period begins July 1, 2019. What level of effort is expected from staff for July and August 2019?

A: The grant period covers a period of 14-months beginning on July 1. This award is longer than the typical 12-month award to provide institutions with additional time to finalize programming components and partnerships in Taiwan in preparation for Project GO programming during the summer of 2020. It is recommended that the program team consult their university's Office of Sponsored Program/Research regarding adequate level of effort, particularly for the planning and development stages of the program.

Q: Can proposals include more than 20 scholarships?

A: Applicants will propose a program with a minimum enrollment of 20 students, but applications are welcome to propose a higher number of scholarships based on what is reasonable for the capacity of the proposed program.

Q: On page 17 of the RFP it states proposals should provide "evidence of ROTC leadership support for designing and implementing a sustained program." Are there additional ways to successfully show evidence of ROTC leadership support?

A: Institutional support (including ROTC leadership) can be described within other portions of the proposal, including the proposal narrative.

Q: Is any additional information needed if a proposal includes a change in Principle Investigator?

A: This is a new proposal and should include information on proposed PI for this grant period.

Q: Is Appendix B requesting the number of ROTC students at the applicant's institution?

A: The goal of Appendix B is to quantify the ROTC population at the applicant's institution and receive projections for the future.

Q: Are copies of successful proposals from previous funding cycles available to review?

A: No, past proposals are not available.

Budget:

Q: How should we budget for the required stipend to cover home institution fees for study abroad participation and/or academic credit transfer included on page 21?

A: This stipend should cover all fees that may be required, whether at the Project GO institution or the student's home institution, for a student to participate in the Project GO program and/or to transfer academic credits.

Q: Is the maximum funding amount inclusive of IDC, or does it reflect direct costs only?

A: The maximum funding amount is inclusive of indirect costs.

Q: Are applicants allowed to include allocations for salary for language-instruction faculty in their proposed budgets, or are personnel costs limited to the Director and Coordinator positions outlined on page 21?

A: Personnel costs in addition to the director and coordinator, such as language instruction faculty, may be included in the proposed budget.

Q: What must be covered under student scholarships?

A: Project GO students must receive full funding. As outlined on page 21 of the RFP, student funding must cover at a minimum: tuition and fees, lodging, meals, travel to/from the study location on a U.S. Flag air carrier, books, insurance, visa, and a stipend to cover home institution fees for study abroad participation and/or academic credit transfer.

Q: Will Project GO award up to \$400,000 per language or for the entirety of the grant?

A: The \$400,000 maximum is the entirety of the Project GO grant. Funding will be made available based on number of scholarships proposed along with an institution's ability to propose and deliver language instruction above and beyond ILR 1, as outlined on page 13 of the RFP.

Q: Should we budget for language proficiency tests?

A: OPI, OPICs, and Flagship Online Listening and Reading tests are paid for by IIE. Other language proficiency tests used as placement or interim tests beyond the Project GO tests of record may be included in program expenses.

Q: Should we submit a proposal with a narrative and budget for one year or three years?

A: Please submit a proposal and budget for one year. Subsequent funding years may be available contingent upon funding and performance.

Q: How many student scholarships should we budget for in our proposal?

A: Applicants should budget for a minimum of 20 student scholarships.

Q: How much should we estimate per student scholarship?

A: The average cost of scholarships has been about \$12,000 for an overseas program, and \$10,000 for a domestic summer program. Budgets may include operational costs of the program as well. Applicants should work with their sponsored programs office to determine what should be allocated to scholarships versus instructional costs.

Q: Should cultural excursions be included in the budget as part of tuition costs, or as a separate line item?

A: Cultural excursions should be included as an individual budget line item under participant support costs.

Q: What is included in the Modified Total Direct Cost?

A: Please confer with your sponsored programs office (or equivalent) regarding the costs that your institution does not charge the indirect cost rate. MTDC often excludes items such as student scholarships and tuition remission.

Q: Where can I find specific guidelines on allowable indirect costs?

A: Please work with your sponsored programs office to define these costs. The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards has guidance on indirect costs under Section 2 CFR 200.414 and Appendix III Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs).

Q: Are there limitations for indirect cost?

A: No. Proposals should follow institutional guidelines regarding indirect cost.

Q: Should applicants use their institutional F&A rate on all costs that should have F&A? Should any costs, other than participant support costs, be excluded from F&A?

A: Applicants should follow their institution's policy on F&A.

Q: Is there a required or preferred way of calculating Facilities and Administrations costs, indirect costs, or scholarships? Do any costs (for example, student scholarships) need to be excluded from the Facilities and Administration cost calculations?

A: This solicitation does not require a specific way of calculating F&A costs, indirect costs, and scholarships. Please work with your Office of Sponsored Research to follow your university's policy on how to budget these costs. All costs must comply with your institution's Negotiated Indirect Cost Rate Agreement and applicable US Government guidance. Specifically, calculations must comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (see

Appendix III to Part 200).

Q: Will you consider program dedicated equipment in the budget?

A: You may put program supplies and resources in your budget. Please refer to the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Section 200.33 Equipment) for items defined as equipment. Please provide justification for all items defined as equipment.

Q: Is there a suggested level of cost for overseas summer programs?

A: Given the variability of program costs in different locations, there is no suggested level of cost. Please ensure that your scholarships fund the following: tuition and fees, lodging, meals, travel to/from the study location on a U.S. Flag carrier, books, insurance, visa, and a stipend to cover home institution fees for study abroad participation and/or academic credit transfer.

Q: Can we budget in the cost of proctoring tests at overseas locations?

A: Yes, you may.

Q: Is international travel by program staff to the host institution for summer program planning purposes an eligible project expense?

A: International travel to a program site for planning or assessment purposes is an authorized program expense. Please be sure to provide a detailed documentation of your travel expenses in your budget notes. Also, please be sure to follow applicable Office of Management and Budget guidelines when planning your expenses including Fly America regulations. As always, when planning any expense, please ensure that it is reasonable, allowable, allocable and necessary.

Q: In the budget, are Project GO personnel expected to earn a specific salary or wage?

A: Please work with your Human Resources department to determine the appropriate rate and level of effort for individuals working on the Project GO program.

Q: Is there a required or preferred cost sharing percentage?

A: There is no required or preferred cost sharing percentage specified in the RFP. There is no requirement to fill out cost share on the budget proposal sheet. However, contribution of financial and in-kind resources by your institution will be considered in terms of demonstration of institutional support and overall cost effectiveness.

Q: If cost share is not a requirement of the RFP however institutional support is highly encouraged;

does the support need to be quantified? Can we speak to institutional support without quantification (tracking/audit) or do you want it quantified?

A: Institutional support can be time, training, or anything you contribute. You may clearly articulate these contributions in your proposal, outlining that which can and cannot be quantified.

Q: Can Project GO and our Language Flagship program share activities and resources?

A: Yes. Please work with your Office of Sponsored Research to ensure that time and expenses are allocated to the correct program.

Q: If we incorporate an overseas college (for example: the use of tutoring services) as part of academic-year program, can we use the funding from Project GO to pay this overseas college?

A: The costs associated with tutoring can be included in your proposal. However, if you are using other services at the overseas institution for non-Project GO students or activities, these costs cannot be included. Please work with your sponsored programs office to determine how costs should be allocated in the proposal.

Q: Can any portion of the budget be applied toward instructional salaries?

A: Yes, instructional costs will be considered. However, please note that when budgets are reviewed, there is the hope that there will be institutional support and that this program will be integrated into the fabric of your institution. Instructional cost can demonstrate this.

Q: How does the award account for variability in travel costs? If we want to support 20 students on an overseas program but travel costs exceed our estimates in the budget, will we have to reduce the number of students who can participate?

A: IIE advises applicants to budget with care and be conservative in estimates so that this situation is avoided. However, sometimes there are unexpected costs. In situations like this, IIE works with institutions on a case-by-case basis. Institutions should keep IIE informed as changes occur so that budgetary challenges can be addressed as quickly as possible.

Q: What is an average budget for this program?

A: The average cost of an overall program during the last award cycle was \$350,000 for 18-20 students. However, this depends on the institution, especially if in-state tuition is offered. The goal of the program is to get as many meritorious ROTC students into Project GO as possible. For this reason, maximizing the number of scholarships is desirable.

Q: Can applicants propose academic and summer programs at the same time as one proposal? If so, should summer and academic year be added in one budget?

A: Yes, this is allowable and should be combined into one budget. It should be clear in your budget narrative in your proposal where the funding will be allocated.

Q: Can the submitted budget include funds for language learning support during the semesters following the summer program (such as tutoring or online courses)?

A: The budget submitted with your proposal should only cover activities that occur in the designated 14-month cycle of this project order - July 1, 2019 through August 31, 2020. While you will not include budget lines for Fall 2020 language support and sustainment activities, your plans for sustainment should be outlined in the proposal narrative.

Q: Is it possible for our university to enter a subaward agreement with our overseas partner and then have the overseas partner cover the participant support costs?

A: Students who receive a Project GO scholarship should be directly funded by the Project GO institution. Overseas institutions should not pay students on behalf of the Project GO-funded institution.

Q: I understand that this will be a three-year funding cycle. Does this mean that if our proposal is accepted, we will receive funding for three summer programs, plus follow-up learning activities, or is the funding for one summer program plus follow-up learning activities for the next three years?

A: Institutions who submit a successful proposal will receive an initial 14-month award beginning on July 1, 2019 through August 31, 2020, to cover Project GO student programming that will take place in summer 2020. These same institutions will be eligible for up to two subsequent 12-month awards based on performance and the availability of funding. For each of these subsequent 12-month awards, institutions will be notified by IIE to submit an updated plan for program activities, including any sustainment activities, and an updated budget for each 12-month award period.