



PROJECT GLOBAL OFFICER (PROJECT GO)

REQUEST FOR PROPOSAL AND APPLICATION GUIDELINES



Defense Language and National Security Education Office

Issue Date: December 21, 2020

Technical Assistance Webinars:
January 27, 2021 at 3 p.m. (ET) and March 5, 2021 at 3 p.m. (ET)

Questions Due: March 17, 2021

DEADLINE FOR RECEIPT OF PROPOSAL:
Friday, April 9, 2021 at 4:30 p.m. (ET)

A Program Administered By:



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PREFACE

The Institute of International Education (IIE) is pleased to provide you with application materials for an open competition for the Project Global Officer (Project GO) program for Reserve Officer Training Corps (ROTC) students. The competition is open to institutions of higher education with at least one on-campus ROTC unit and instruction in critical languages. Project GO (www.rotcprojectgo.org) is a Department of Defense initiative 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.

Project GO, established in 2007, was designed to improve the language skills, regional expertise, and intercultural communication skills of future military officers through academic year language programming and summer domestic and overseas language and cultural immersion.

Project GO celebrated its 10-year milestone in 2017 and has successfully promoted critical language education, domestic and overseas language and cultural immersion, and intercultural exposure among ROTC students. Since 2007, 36 accredited U.S. colleges and universities have received grant funding through the program, including the six Senior Military Colleges. Additionally, Project GO has provided more than 6,000 scholarships to ROTC students nationwide for critical language study. Through this solicitation, we hope to identify and invest in U.S. institutions of higher education able to provide quality language instruction to ROTC students.

Project GO works in close collaboration with other critical language initiatives supported by DLNSEO, including Boren Scholarships and Fellowships (www.borenawards.org), The Language Flagship (www.thelanguageflagship.org), English for Heritage Language Speakers (www.ehlsprogram.org), Language Training Center Program (www.dodltc.org), and the National Language Service Corps (www.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 language and culture programs for ROTC students from all majors and disciplines. This request for proposal (RFP) contains application guidelines for applicants interested in creating programs that teach to a minimum of the Interagency Language Roundtable (ILR) Level 1 (equivalent to the Intermediate level on the American Council on the Teaching of Foreign Languages (ACTFL) scale). Applicants are highly encouraged to focus on programs that build upon and leverage their institutional strengths.

Successful applicants to the Project GO program will be awarded one grant in the range of approximately \$250,000 - \$600,000. Additional award funding up to approximately \$250,000 may be awarded for domestic Chinese language programming for proposals that include overseas Chinese language programming in the core proposal. DLNSEO and IIE reserve the right to reduce, revise, or otherwise adjust proposal budgets in accordance with this initiative's needs and goals, and the availability of funds.

The competition is open to U.S. institutions of higher education with at least one on-campus ROTC unit. Historically Black Colleges and Universities, and Minority Serving Institutions are encouraged to apply. The Institute of International Education and Project GO are committed to the principle of diversity. No applicant will be discriminated against on the basis of race, religion, gender, sexual preference, or national origin.

BACKGROUND

Project GO is a Department of Defense initiative sponsored by DLNSEO. Project GO was established in 2007 to provide institutions of higher education with grants to award ROTC students nationwide scholarships for language study. The program was designed to improve the language skills, regional expertise, and intercultural communication skills of future military officers through domestic language study and domestic and overseas language and cultural immersion.

Project GO supports two of DLNSEO's key priorities: 1) Building a talent pipeline by working with schools, universities, and federal training institutions to build the capabilities of our nation's citizens to become and to remain skilled in critical languages; and 2) Strengthening workforce readiness by providing a ready pool of U.S. citizens, civilian and military, who possess language and culture expertise critical for public service, and sustaining these skills. Additionally, Section 529 of the National Defense Authorization Act of 2010 authorized the establishment of language training centers at accredited universities, Senior Military Colleges, or other similar institutions of higher education including the creation of language programs that can be incorporated into ROTC programs to facilitate the development of language skills among future officers of the U.S. Armed Forces.

The National Defense Strategy (NDS), published in January 2018, emphasized the need to strengthen alliances and attract new partners. Having language and cultural skills in the force to support allied and partner interoperability supports one of the pillars of the defense strategy. The

NDS also emphasized the reemergence of long-term strategic competition between nations with emphasis on China and Russia. In support of the NDS, Project GO plans to grow its Chinese language and culture programming and maintain robust levels of programming in Russian language and culture.

The program's goal is to develop future military officers within the U.S. Armed Forces who possess the necessary linguistic and cross-cultural communication skills required for effective leadership in the 21st century operational environment. The program has provided ROTC students with language learning opportunities and has funded critical language infrastructure since its inception.

Project GO has successfully promoted critical language education, domestic and overseas immersion, and intercultural exposure among ROTC students. Since program inception, Project GO has provided institutional grants to 36 accredited U.S. colleges and universities, including the six Senior Military Colleges. Additionally, Project GO has provided more than 6,000 scholarships to ROTC students nationwide for critical language study. In academic year 2019-2020, 421 ROTC students benefited from online language training opportunities through Project GO during a period of restricted travel due to COVID-19.

Project GO seeks to reach the entire ROTC community. Any interested ROTC student nationwide is eligible to apply for a scholarship. Project GO focuses primarily on student support for intensive summer domestic and overseas language immersion and also supports academic year sustainment and maintenance interventions to encourage ongoing development of language acquisition for all Project GO students.

Project GO encourages collaboration across program institutions as it continues to build a community of educators. Opportunities for collaboration across programs during this grant cycle may include but are not limited to collaboration on language and culture curriculum and pedagogy, educational technology initiatives, professional development opportunities offered through The Language Flagship and with participation from the Language Training Center (LTC) Program and the Defense Language Institute Foreign Language Center (DLIFLC).

PROGRAM OBJECTIVES

Project GO supports a proficiency-based program to ensure that the Department of Defense maintains and sustains a Total Force with a mix of language skills, regional expertise, and cultural capabilities to meet existing and emerging needs. The current solicitation aims to increase the number of ROTC students who achieve intermediate and advanced proficiency in a number of critical languages set forth by the Department of Defense. Successful applicants will explain how they will develop opportunities for ROTC students to gain such proficiency during the course of their academic studies. Specifically, each proposal should demonstrate how the institution will:

- 1) Develop and administer immersive summer overseas and/or domestic programs for Project GO participants.
- 2) Establish the minimum base proficiency goal of ILR Level 1 (refer to Appendix A for ILR definitions) across multiple modalities, including speaking, listening, and reading, for all

Project GO participants who have completed the equivalent of four semesters (or 12 credits) of instruction.

- a. ILR Level 1 is the minimum base proficiency goal; applicants with capacity to leverage their institutional strengths to teach to proficiency levels beyond ILR Level 1 are encouraged to propose programming at the minimum proficiency goal and beyond;
- 3) Enhance domestic academic year sustainment and maintenance language programming for ROTC students from the institution's campus as well as those participating from other institutions.
- 4) Develop pathways in programming that encourage qualified program alumni to participate in multiple language study opportunities and reach advanced language proficiency, particularly for those who begin their initial language acquisition through Project GO.
- 5) Integrate culture training and cross-cultural skills and awareness into the immersive language training.

PROGRAM STRUCTURE

The Project GO program model allows institutions to design programs that leverage institutional resources within a framework of program guidelines provided by DLNSEO and IIE. All programs recruit ROTC students from their own institution as well as ROTC students nationwide. 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. All Project GO students receive full scholarships from Project GO grant funding for their summer study. Project GO institutions prepare students for summer study and support the sustainment of language skills developed over the summer through varied interventions during the academic year following the model below:

- 1) **Summer language instruction** - All summer language instruction is a minimum of 150 contact hours of instruction and/or 8 weeks in duration.
 - a. Domestic: immersive language courses offered at the Project GO institution
 - b. Overseas: immersive courses offered at an overseas partner institution, a third-party program provider, or through a faculty-led program
 - c. Hybrid: combination of domestic and overseas study
- 2) **Academic year language programming** - Academic year language programming is provided through varied models to support the language sustainment and development of ROTC students at the Project GO institution as well as from other institutions. Institutions may propose one or more of the following models:
 - a. Pre- and post-summer program modules
 - b. Formal tutoring
 - c. Language partners
 - d. Web-based sustainment course
 - e. Cultural and regional expertise training

- f. Domestic iso-immersion experiences

ASSESSMENT REQUIREMENTS

In order to achieve proficiency targets, Project GO actively promotes language training opportunities for ROTC students year-round. Project GO participants are expected to achieve a minimum of ILR Level 1 proficiency through critical language study equivalent to four semesters or 12 credits of language instruction. Each Project GO summer domestic or overseas program opportunity is equivalent to two semesters of language study. Assessment tests to monitor students' progress in meeting the minimum proficiency level of ILR 1 are centrally coordinated by IIE and administered to students by Project GO institutions in coordination with IIE's testing partners. The Oral Proficiency Interview (OPI) and the Flagship Online Test in Listening and Reading are the official pre- and post-program proficiency assessment tests for Project GO students. The Flagship Online Test in Listening and Reading will be provided in Arabic, Chinese, Hindi, Korean, Persian, Portuguese, Russian and Swahili for students who have completed two years (12 credits) of language instruction. Project GO grantees should specify plans to employ other assessment instruments, including any planned cultural assessment tools, in addition to those required by IIE.

Additionally, DLNSEO is exploring options for a program requirement to administer pre- and post- culture assessments with a target of implementation in summer 2022. Further details will be discussed at the Fall 2021 annual meeting. Project GO grantees will be asked to provide input on this program-wide requirement and will be responsible for administering the cultural assessment to their program's ROTC students.

ADMINISTRATIVE RESPONSIBILITIES

All institutions need to plan for the following program elements:

Outreach and Recruitment

- Input program information and advertise courses via an institutional program website and the national Project GO website located at <http://www.rotcprojectgo.org>;
- Organize outreach and recruitment activities to reach ROTC students locally, regionally, and nationwide with a goal of recruiting a diverse pool of qualified applicants representative of the diversity present in the national ROTC population; and
- Coordinate programming and communication to students in collaboration with ROTC Detachment Commanders.

Application and Selection

- Verify student scholarship eligibility for all applicants to the institution's Project GO program (see <http://www.rotcprojectgo.org> for details);
- Utilize the Project GO Central Application System for the collection of student applications, review and scoring of the applications, and to confirm awardees and waitlisted applicants;
- Follow the Project GO summer application timeline for application deadline, decision announcement, and acceptance deadline;

- Convene application review panels with appropriate language faculty, ROTC commanders, and other university personnel to select scholarship recipients for participation in the institution's Project GO program; and
- Follow the selection criteria and procedures identified by DLNSEO and IIE.

Communications

- Coordinate communication with program sponsors, campus stakeholders, student home institutions, and ROTC commanders as needed;
- Provide guidance and advice to Project GO participants on continuing language study post-program;
- Attend the two-day Annual Meeting to receive administrative and programmatic guidance; and
- Participate in monthly webinars to receive administrative and programmatic guidance and updates.

Program Management

- Conduct a pre-departure orientation for overseas programs and an orientation for summer domestic programs for all Project GO participants;
- Maintain an emergency communication plan to manage overseas or domestic crises;
- Provide management and resources overseas to adequately address academic, medical, safety or security issues experienced by Project GO participants;
- Administer official Project GO speaking, reading, and listening assessments to all participants pre- and post-program; and
- Provide fully funded scholarships to all selected Project GO participants to include tuition, room and board, round-trip travel, visas, insurance, and books.

Cultural Integration in Curriculum

- Incorporate cultural education into core program activities and curricula;
- Provide mandatory pre-departure preparation to students traveling overseas that at a minimum, includes an introduction to the program host country's history, geography, governmental structure, key norms and customs, societal background, and context for the surrounding region. Programs in Arabic, Portuguese (Brazilian) and Russian should incorporate online culture training materials available through the Language Flagship Technology Innovation Center for Arabic, Portuguese (Brazilian) and Russian culture;
- Examples of cultural education currently in practice include: professional visits, cultural excursions, homestay programs, language partners, and cultural clubs with a focus on cooking, calligraphy, music, and film;
- Institutions are encouraged to incorporate student reflection into the program design. Examples of student reflection currently in practice include student journaling, written responses to assigned prompts, and group discussion. Institutions are also encouraged to incorporate post-program reflection on cultural impact and lessons learned while abroad;
- Institutions are encouraged to plan for collaboration with other Project GO institutions on resources and best practices for integrating culture into the programs; and
- Institutions will administer pre- and post- culture assessments to their program's ROTC students as part of a planned program-wide requirement currently under consideration by

DLNSEO. Target implementation is summer 2022 with more details to be shared with the community at the Fall 2021 annual meeting.

Data and Reporting

- Input and track all participants in the Defense Language and National Security Education Office *Student Certification System* database;
- Track and report individual scholarship recipient funding amounts;
- Respond to monthly and ad hoc data request; and
- Submit quarterly performance and financial reports

The 2021-2022 student application cycle follows the below timeline:

September to February	General recruitment season for summer study
September 15	Program details (program provider, confirmed dates, location) posted to the national website
October 1	Summer program applications open in the central application system
January (overseas) February (domestic)	Summer program application deadline
February (overseas) March (domestic)	Student scholarship acceptance deadline
April to June	Student pre-departure orientation
May to August	Student summer language study; Administer pre- and post-assessment tests

SECTION 2: PROJECT GO PROPOSAL GUIDELINES

ELIGIBILITY

Project GO is a national program and this application is open to all U.S. institutions of higher education with at least one on-campus ROTC unit. Historically Black Colleges and Universities and Minority Serving Institutions are encouraged to apply. Applicants must demonstrate the capacity to teach up to three of the following critical languages: Arabic, Chinese, Hindi, Indonesian, Japanese, Korean, Persian (Farsi), Portuguese, Russian, Swahili, and Turkish to a minimum proficiency level of ILR 1 (refer to Appendix A for ILR definitions). Proposals with more than three languages will be considered if a compelling case is presented.

Applicants are encouraged to propose:

- Programs that lead students to achieve ILR Level 2 or higher proficiency; and/or
- Overseas programs that target students above the introductory level

Project GO plans to grow its Chinese language programming in support of the National Defense Strategy.

ROTC STUDENT POPULATION

Successful applicants will provide information on the current ROTC student body at their institution by Service, by class or year, incorporating participation from cross-town campus students. Refer to Appendix B for reporting template on ROTC student demographics. Applicants will also provide information on ROTC enrollment in courses in critical language(s), including the level of instruction. Consideration for ROTC students participating from other institutions should also be addressed. During summer 2020, 152 (36%) Project GO participants were enrolled at a Project GO institution during their academic year, while 269 (64%) participants were enrolled at a non-Project GO funded institution during the academic year. Thus, 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 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 targeting local, regional, and national recruitment populations. Project GO is committed to the principle of diversity, and actively seeks to strengthen diversity and inclusion in Project GO programming. Applicants' recruitment strategies should include a specific plan to recruit a diverse group of cadets and midshipmen to the Project GO program, incorporating targeted outreach to underrepresented minorities and women.

ROTC students have demanding schedules that incorporate study of military science as well as regular weekend and summer trainings in addition to their academic major. Consideration for ROTC student time constraints should be addressed in the Project GO program design.

Students' academic majors are an important component of their enrollment in ROTC; emphasis is placed on technical majors in the science, technology, engineering, and mathematics (STEM)

fields. Proposals should also address plans to identify, incorporate, and retain STEM students in Project GO programming.

PROFICIENCY-BASED LANGUAGE INSTRUCTION

Project GO seeks to create programs that teach critical languages to the ILR Level 1 standard and above in speaking, listening, and reading for ROTC students from all majors and disciplines. Successful applicants will provide concrete illustrations of how ROTC students are able to complete language learning and achieve a minimum of ILR Level 1 upon graduation. Applicants should describe their proposed Project GO program for students, outlining existing or planned paths available to students with different language preparation, to reach an ILR Level 1 and/or above. All applicants should address provisions for meeting the needs of both ROTC students from their institution as well as ROTC students from other institutions in attaining the minimum goal of ILR Level 1 proficiency. Proposals should focus on summer programming, with academic-year sustainment and maintenance programming as a complimentary priority. Proposals should include evidence of prior success of language training programs with proficiency assessment results, including Project GO data, if applicable, from the prior grant cycle, with data represented in charts and/or graphs where appropriate. Additionally, current and former grantee institutions are encouraged to outline their program's prior contributions to Project GO.

Refer to Appendix C for the reporting template to provide a summary of details for each language.

CURRICULAR DESIGN

Project GO encourages applicants to be strategic in combining resources to create innovative programming. Program components should be built on strong institutional infrastructure and institutional commitment to intensive language programming. Applicants are encouraged to focus on programs that build upon their institutional strengths in critical language instruction and/or overseas program management. A successful applicant will clearly describe the curricular model it seeks to implement, as well as describe a curricular design that is based on well-established practices. The model will demonstrate the pathways for ROTC students from all majors to reach ILR Level 1 and/or above proficiency by the time of their graduation. Consideration for ROTC students' training schedules and availability should be addressed in the design. Applicants should focus their proposals on summer intensive programming (domestic, overseas, or hybrid programs), as well as complementary academic year sustainment and maintenance programming for ROTC students. Successful applicants will describe in detail the following:

- *Integration of summer and academic year language learning opportunities and pathways:* Applicants should outline pathways for on-campus students of all majors participating in Army, Air Force, and Naval ROTC programs, as well as for ROTC students from institutions nationwide, to achieve a minimum of ILR Level 1 language proficiency;
- *Incorporation of best practices in language learning:* Successful applicants will describe proposed programs based on best practices in second language acquisition. In addition, successful applicants will describe how their Project GO program will build on successful practices in effective language learning already in place at their own institution. Language

proficiency results or other concrete evidence should be used to demonstrate effectiveness of language learning practices;

- *Integration of evaluation in curricular design and in the program including evaluation of the Project GO program and all funded Project GO students' progress in reaching ILR Level 1 and/or above proficiency:* Given the high standards for success, applicants should describe evaluation of student progress and program performance in the program and curricular design;
- *Integration of an established faculty and staff professional development process:* Applicants should demonstrate a process that supports the integration of state-of-the-art advancements in language pedagogy in all modalities (reading, writing, listening, and speaking) through professional development of the applicant's teaching staff. Opportunities for teacher training in collaboration with The Language Flagship, LTC Program and DLIFLC will also be available for Project GO grantees; and
- *Integration of cultural education in all aspects of the program:* Applicants should describe in detail how cultural education will be incorporated in all pre-, during-, and post-program activities and curricula. Applicants offering overseas studies must also clearly describe pre-departure preparation for students that at a minimum provides a basic understanding of the host country's history, geography, governmental structure, key norms and customs, societal background, and context for the surrounding region.

Additionally, Project GO requires all proposals to articulate a plan that includes long-term sustainment of any institutional enhancements.

Refer to Appendix C for the reporting template to provide a summary of details for each language proposed.

ASSESSMENT

In order to achieve proficiency targets, Project GO actively promotes language training opportunities among ROTC students year-round. Official pre- and post-program proficiency assessments in speaking, reading, and listening will be centrally coordinated by IIE for participants in a Project GO summer program. Successful applicants will address the incorporation of additional testing measures planned by their institution, including any proposed cultural assessments, as well as an outline of enhancing curricular design based on assessment results.

Applicants should provide information on their program's prior success with students reaching proficiency goals in speaking, listening and reading.

Additionally, DLNSEO is exploring options for a potential institutional requirement to administer pre- and post- culture assessments which is targeted for implementation in summer 2022. Project GO grantees will be asked to collaborate and supply feedback in support of this program-wide requirement and will be responsible for administering the cultural assessment to their program's ROTC students. Further details will be provided at the Fall 2021 annual meeting.

PROGRAM STRUCTURE

Applicants may propose programming in up to three critical languages and are encouraged to leverage their institutional strengths when selecting proposed languages. Proposals with more than three languages will be considered if a compelling case is presented.

Proposed programming must meet the minimum enrollment requirement of six students per language for a domestic or overseas language program. Proposals for overseas instruction in Chinese language should include capacity for a minimum of 20 students in order to support requirements identified in the National Defense Strategy.

*Arabic language overseas programming is limited to Jordan, Morocco and Oman.

*Chinese language overseas programming is limited to Taiwan.

*Russian language overseas programming is not currently supported in Russia.

*Portuguese overseas programming is limited to Brazil.

Applicants may propose funding students to participate in programs coordinated by the applicant; students may not be funded to participate in programs coordinated by other institutional applicants.

1) SUMMER LANGUAGE STUDY

Proposals must include intensive summer language instruction at a minimum of 150 total contact hours of instruction and/or 8 weeks or longer in duration in the target language. A contact hour is defined as one hour of structured direct classroom instruction. Students must enroll in the program to which they are admitted for the full length of the program. Applicants may focus their proposal on a domestic, overseas, and/or hybrid summer program.

DOMESTIC STUDY

Domestic summer intensive programs may provide instruction at the novice, intermediate and advanced proficiency levels. Strong preference will be given to proposals that create an immersive learning environment with maximum exposure to the language. Applicants should describe in detail the study program(s) proposed, past performance of these programs, and should provide any available evidence of program effectiveness, including pre- and post- program language proficiency results where available. A description of curriculum, pedagogy and additional program interventions should be provided.

OVERSEAS STUDY

Successful applicants will describe how their institution will create opportunities for ROTC students to participate in overseas language learning. Project GO recognizes that, given ROTC students' rigorous military training requirements, overseas study will be challenging for this

population. Project GO programs will need to closely collaborate with their institution's ROTC program to allow flexibility and create pathways for students to complete overseas study.

The majority of Project GO participants travel to a region for the first time where the language of study is spoken. Proposals should address plans to attract ROTC students to overseas language learning and to prepare selected scholarship participants for an overseas study program, including recipients who are not enrolled at the applicant's institution during the academic year.

Applicants should describe in detail the overseas study program(s) proposed and past performance of these programs, and should provide any available evidence of program effectiveness, including pre- and post- program language proficiency results where available. Applicants should describe overseas program management and supervision, in addition to plans for meeting students' academic needs as well as medical, safety and security concerns. A description of curriculum, pedagogy and additional program interventions should be provided. If applicable, applicants should describe in detail the relationship with third party program providers including any memoranda of understanding or agreements in place between their institution and the provider. Third party program evaluation criteria, both for initial selection and post program review, should be included.

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.

2) ACADEMIC YEAR LANGUAGE PROGRAMMING

The promotion of academic-year language study among ROTC students is encouraged as an addition to intensive summer study. Proposals should address methods for enhancing academic-year critical language sustainment and maintenance programming to maximize student proficiency gains. Successful applicants will provide detailed plans for how their institution will adopt, adapt, and improve their current language instructional program to provide academic year, proficiency-based instruction that incorporates curricular design and exposure to language methods.

Successful applicants will demonstrate their ability to recruit students for participation in academic year language programming through approaches including:

- Monitoring students' academic progress in ROTC, Project GO coursework, and their major(s);
- Preparing guidance materials and curricular plans to help ROTC students fit critical language coursework into their academic schedules;
- Collaborating with language departments and ROTC personnel to ensure availability of language courses, tutors, and other resources for ROTC students;
- Providing appropriately scheduled diagnostic and proficiency testing throughout the course of the students' Project GO experience; and
- Cooperating and coordinating actively with other institutions nationwide served by the applicant's Project GO program.

Refer to Appendix C for the reporting template to provide a summary of details for each language proposed.

MAXIMUM EXPOSURE TO LANGUAGE

Significant language proficiency gains cannot be accomplished without providing students with sustained exposure to real language usage, as well as the opportunity to use the language in real-life situations. Consequently, the successful applicant will have a curricular design that maximizes the exposure to, and significant use of, the target language. Successful applicants should consider utilizing the following strategies currently employed at other DLNSEO-funded institutions:

- Additional hours of classroom instruction. Intensive domestic and overseas programs will have a minimum of 150 contact hours and/or 8 weeks of instruction covering the equivalent of one year of language courses;
- Additional hours of individual tutoring and group discussion sessions;
- Access to language tutors and language partners trained in language teaching pedagogy;
- Engagement with speakers of the target language, including faculty and students;
- Access to media and other authentic materials in the target language; and
- Immersion environments, such as language houses, host families and service learning opportunities in the target language.

INSTITUTIONAL SUPPORT

The continued success of the Project GO initiative will be contingent upon the development and maintenance of partnerships between university language programs, on-campus study abroad offices, the local ROTC leadership, and the applicant's Project GO program staff. Accordingly, all proposals must describe methods for facilitating cooperation and ensuring collaboration between ROTC leadership and members of the on-campus Project GO program. Applicants are asked to define the contribution, role and involvement of all personnel proposed for the project.

A successful proposal will also clearly demonstrate a broad range of partnership-building strategies, including maintaining or establishing an ROTC Project GO working group at the institution. Partnership-building strategies should be outlined in detail to clearly identify the parties involved, objective, activity, timeline, and anticipated outcome. Other partnership-building strategies, such as convening working groups to discuss and improve student selection for Project GO, as well as monitoring on-going academic progress of Project GO participants, are strongly encouraged.

Project GO recognizes that on-campus ROTC personnel change regularly due to the rotation of military personnel. Applicants must address how they will codify their programs and describe collaborative efforts to mitigate the impact of local ROTC leadership changes on the long-term effectiveness of their program. Successful applicants will explain how their proposed program will build an enduring framework despite changes to ROTC leadership.

Finally, experience has shown that successful DLNSEO-funded institutions collaborate across disciplines, departments, and colleges. A successful applicant will clearly describe the management and leadership of their Project GO program. The proposal will describe how the Project GO program will be supported by senior leadership from the institution. The applicant must concretely identify:

- the location of the program within an appropriate academic department;
- support of management and leadership;
- coordination with local ROTC commands;
- staffing;
- “campus chain of command;” and
- procedures by which the Project GO program will implement the proposed curriculum.

Successful applicants will demonstrate how they intend to build partnerships across their institution to create additional support for ROTC students engaging in the Project GO program.

OUTREACH AND RECRUITING

Outreach efforts must be collaborative in nature and actively engage both ROTC leadership and Project GO program staff to more effectively engage and recruit ROTC students nationwide into Project GO programs. Each proposal must include the following:

- Identification of recruitment personnel and their role in the outreach and recruitment process;
- Projected timelines and activities for recruiting current and incoming ROTC students into Project GO;
- Comprehensive plan for using both traditional and social media efforts to enhance information outreach and recruiting activities;
- Sound approaches and methods for leveraging existing local area ROTC recruiting resources for the purposes of this program;
- Identification of institutions and language programs for targeted recruitment of ROTC students nationwide;
- Plan to track the results of outreach and recruitment efforts over time in order to improve the effectiveness of future efforts;
- Objectives for outreach and recruitment efforts, including numerical targets for submitted applications per available scholarship. Project GO is a highly selective program that requires a large applicant pool to yield a qualified, likely-to-succeed student body. Historically, the acceptance rate across all Project GO programs is approximately 20 percent.
- Proposed schedule of outreach activities, including a minimum of three visits to regional institutions with ROTC populations; and
- Strategies to leverage existing campus institutional recruiting resources, including collaboration with the institution’s admissions office and other strategic partnerships to make incoming students aware of this opportunity.

PROJECT GO PERFORMANCE MEASURES AND OUTCOMES

Proposals must include the following performance measures:

- Percentage of students with the equivalent of four semesters (or 12 credits) of language study achieving ILR Level 1 or above proficiency;
- Percentage of students achieving proficiency above ILR Level 1 at institutions with programs designated to achieve ILR proficiency beyond ILR Level 1;
- Overall language proficiency gains attained by students in the program;
- Success in meeting application and enrollment targets; and
- Demonstrated success in meeting proposed institutional development benchmarks.

SENIOR MILITARY COLLEGES

Senior Military Colleges (SMCs) have funded nearly 25% of Project GO participants since 2012. Project GO's initial objectives for internationalizing the SMCs—a key tenet of the program's authorizing legislation--includes increasing the number of SMC students who study a critical language, particularly overseas and facilitating relationships between the SMCs and educational institutions overseas. This capacity-building approach was designed to leverage the large ROTC student populations at the SMCs while supporting or catalyzing the growth of the SMCs' critical language instruction infrastructure. In past program cycles, in order to build critical language infrastructure at the SMCs, Project GO provided institutional resources and approved program models in a manner not available to the non-SMC Project GO institutions. This exception is no longer emphasized for the 2021-2024 program cycle.

SMCs' proposals should support and address the overall objectives and program design imperatives of the Project GO program, with top-level emphasis on (1) summer intensive domestic and overseas programming; (2) sustainment and maintenance programming during the academic year; and (3) achievement of ILR 1 or above for all participating students (after completing one or multiple Project GO programs).

Additionally, to support the original internationalization objectives, SMCs are encouraged to consider proposing the following:

- Development of on-campus language instruction or programs to meet student needs in critical language study.
- Design and strengthen proficiency-based language instruction or develop the infrastructure for major or minor programs in critical languages.
- Support for semester or academic year language study abroad.

Finally, SMCs are strongly encouraged to include a plan and timeline for institutionalization of any capacity-building resources requested during this program cycle.

CONFUCIUS INSTITUTE

The John S. McCain National Defense Authorization Act 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. Further, 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.

In accordance with Section 1091 of NDAA 2019, all applicants must certify whether or not their institution has a Confucius Institute and must complete the certification form in Appendix D. ***The form must be signed by an authorized member of the university's Office of Sponsored Research or equivalent office or a university officer with financial oversight for the program.***

The certification form is not a component of the evaluation criteria identified in Section 3 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.

FUNDING AND PROJECT TIMELINE

Institutional funding will be administered by IIE. IIE anticipates awarding grants ranging from approximately \$250,000 - \$600,000 for a 12-month period beginning September 1, 2021 and ending August 31, 2022. Funding will be made available based on number of scholarship recipients proposed along with an institution's ability to propose and deliver language instruction above and beyond ILR 1. Preference for funding above \$350,000 will be given to institutions that also include language offerings that target language proficiency levels up to ILR 2 or higher (advanced language proficiency). An additional amount up to \$250,000 may be awarded for domestic Chinese language instruction for institutions proposing overseas Chinese language programming for the minimum 20 participants or more.

Number of Scholarship Recipients	Maximum Funding
6-10	\$250,000
10-20	\$350,000
20+	\$600,000

Project GO priorities include a focus on increasing access to scholarship and programming for Project GO ROTC students interested in pursuing Chinese language and culture learning opportunities. Applicants interested in leveraging their institutional strengths and resources to offer Chinese programming domestically and/or abroad are strongly encouraged to include this programming in their proposal. To support diversity in programming and encourage increased opportunities for Chinese language and culture instruction, applicants interested in proposing programming for other Project GO languages in addition to Chinese programming may seek additional funding beyond the maximum funding levels listed in the table above, up to a maximum of \$600,000 to support the proposed Chinese programming. Please note that locations for proposed study abroad programming in Chinese must be limited to opportunities within Taiwan.

DLNSEO anticipates 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 September 1, 2021 and ending August 31, 2022. Please refer to Section 5 – Application Guidelines for budget guidance. Additionally, applicants will identify key outcomes and timetables in their proposals for the program period covering September 1, 2021 through August 31, 2022.

IIE expects to notify applicants of this award on or before June 7, 2021.

SECTION 3: MERIT REVIEW PROCESS AND EVALUATION CRITERIA

MERIT REVIEW PROCESS

Proposals will be evaluated by a merit-review panel organized by the Institute of International Education (IIE). The panel, which may include outside evaluators from academia, the private or federal sectors, or other individuals knowledgeable in the field, will rank proposals and make recommendations to IIE. 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.

Final awards will be made by IIE to selected institutions. IIE may discuss the grant application with the applicant, if deemed 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 applicants 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 Project GO program.

I. Evidence of an effective curricular design for language and cultural knowledge acquisition: 35 points

Proposals will be evaluated on the quality of the proposed program and curricular design, which should build upon the best practices for proficiency-based language learning outcomes and cultural learning. Proposals must describe in detail the proposed curricular approach as well as the desired outcomes. Successful applicants' designs will be grounded in theory and provide evidence to justify how their approach will produce the desired proficiency outputs.

- Does the proposal include program(s) that leverage institutional strengths in order to provide ROTC students with multiple language study opportunities to reach the minimum proficiency goal of ILR Level 1 or higher and describe past performance? For proposals with overseas immersion, does the proposal demonstrate a plan for overseas program management and supervision, and describe the institution's relationship with the identified third party provider?
(10 points)
- Does the proposal describe a comprehensive, effective curricular design based on best practices that includes effective language learning practices and the use of state-of-the-art advancements in language pedagogy?
(10 points)
- Does the proposal demonstrate innovative and effective means to provide students intensive instruction through intersession, summer intensive/immersion programs, tutoring, or other means?
(10 points)
- Does the proposal clearly provide examples of the incorporation of cultural education core program activities and curricula? Additionally, for applicants proposing overseas

programming, is there a demonstrated plan to incorporate the mandatory pre-departure preparation for student on key aspect of the program's host country background and culture including a basic foundational understanding of the program's host country? (5 points)

II. Evidence of commitment to providing summer language and academic-year learning opportunities to ROTC students: 20 points

- Does the proposal provide strong evidence of the institution's ability to identify and recruit students for participation in intensive summer study of a critical language? (10 points)
- Does the proposal provide strong evidence of the institution's ability to provide students with opportunities for participation in language sustainment and maintenance programming during the academic year? (5 points)
- Does the proposal budget appropriately allocate resources to accommodate intensive summer and academic-year programming? (5 points)

III. Strength of proposed program outcomes: 15 points

Applicants will describe the anticipated curricular and programmatic outcomes for all ROTC participants and the Project GO institution. Successful applicants will articulate program targets, effective evaluation processes, and other methods for demonstrating the effectiveness of the Project GO program at their institution.

- Does the proposal demonstrate institutional capacity to effectively provide language learning opportunities to sizable numbers of ROTC student applicants? Does the proposal provide evidence of a national approach that incorporates participation from on-campus, cross-town campuses, and national participants? (10 points)
- Does the proposal clearly outline an approach to proficiency testing and other program targets for measuring program effectiveness? (5 points)

IV. Quality of leadership and commitment from multiple stakeholders: 10 points

Proposals will be evaluated on the degree to which the proposal demonstrates high-quality leadership and commitment to the Project GO program, as well as staff experience, to develop, manage and operate Project GO with participation from academic and ROTC leadership.

- Does the proposal show clear evidence of experienced academic leadership in the target language capable of designing, implementing and supporting a sustained program to provide a pathway for ROTC students to meet the proficiency goal of ILR Level 1 or above? (5 points)
- Does the proposal show clear evidence of ROTC leadership support for designing and implementing a sustained program to provide a pathway for ROTC students to achieve the proficiency goal of ILR Level 1 and above? (5 points)

V. Strength of proposed partnership building strategies:

10 points

Proposals will be evaluated on the quality of partnership building strategies. Proposals must describe in detail specific partnership building approaches amongst Project GO program staff, ROTC on-campus leadership, language and area studies departments, study abroad offices, and the institution's administration, as well as the desired outcomes.

- Does the proposal clearly describe an understanding of the goals and purpose of ROTC, as well as a comprehensive strategy to engage and collaborate with multiple stakeholders, including Project GO support staff, instructional staff, ROTC on-campus leadership, and the institution's administration? *(5 points)*
- Does the proposal concretely describe desired outcomes from the proposed partnerships? *(5 points)*

VI. Strength of outreach and recruiting strategies:

5 points

Proposals will be evaluated on their plans for successful recruitment of new or incoming ROTC students. Recruitment plans should describe multiple methods for on-campus and local efforts, as well as regional and national efforts to be conducted.

- Does the proposal provide a clear plan for outreach and recruiting; including sufficient resources to support Project GO? Does the proposal provide defined measures of recruiting success? *(5 points)*

VII. Budget and cost effectiveness

5 points

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

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

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

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

The Institute of International Education and Project GO are committed to the principle of diversity. No applicant will be discriminated against on the basis of race, religion, gender, sexual preference, or national origin. Historically Black Colleges and Universities, and Minority Serving Institutions are encouraged to apply.

SECTION 4: APPLICATION GUIDELINES

PROPOSAL CONTENT

The sections described above represent the body of a proposal submitted to IIE. All guidance above relates to required components of the proposal, and must be submitted. Failure to submit the required sections may result in the proposal not being accepted or reviewed.

Applicants interested in proposing a Project GO program must include the following:

1. Transmittal letter from the applicant institution's Sponsored Projects/Research Office.
2. Title page.
3. Proposal narrative that contains the following:
 - a. An abstract of no more than 300 words.
 - a. Proposal narrative of no more than twenty-five (25) pages that responds to the guidance provided in this solicitation and in the selection criteria, excluding authorized attachments. Applicants are advised that any pages exceeding this limit will not be considered for evaluation. Authorized attachments include endorsement letters, requested budget content, appendices (B, C and D (as applicable)), and requested documentation noted in item 5 below.
4. Annual timelines for program development and activities that covers the period September 1, 2021 through August 31, 2022.
5. A list of key individuals who will be involved in the development and management of the Project GO program. Include complete contact information (email, addresses, and telephone numbers) and resume or abbreviated curriculum vitae (no more than three pages per person). The individuals will collectively provide a letter of contribution describing in detail the role and involvement of each member proposed for the project. The letter should be written by the Project GO Project Investigator (PI) in conjunction with on-campus ROTC leadership.
6. Appendices as outlined in Appendix B & C.
7. Confucius Institute certification form (Appendix D).

BUDGET CONTENT

The following budget guidance should be used in the proposal submission.

A complete budget should include:

1. A budget summary
2. An itemized budget (Please download the excel budget template) and
3. A budget narrative

Additionally, please provide a breakout of your scholarship expenses per student as an addendum to the budget for each Project GO domestic or overseas program at your institution.

The following budget guidelines must be adhered to when developing the program budgets for the proposal. 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 relevant OMB Circulars will be considered, DLNSEO and IIE reserve the right to reduce, revise, or otherwise adjust proposal budgets in accordance with project needs and goals, and the availability of funds.

Budget Guidelines

1. Principal Investigator/Director – Funding may be requested to cover part of a director’s time working on the proposed Project GO Program.
2. Project GO Coordinator – Funds should be budgeted for a Project GO Coordinator, 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. While the duties of a coordinator may vary depending on institutional structure, this position is essential for the successful administration of a Project GO Program. A Project GO Program Coordinator’s duties might include advising students, conducting outreach and recruitment, reviewing applicant eligibility, liaising with administrative offices on campus, updating the Project GO student database, coordinating pre- and post-program assessments, responding to monthly data requests, participating in approximately 10 Project GO webinars and trainings, and/or developing reports and budgets.
3. Project GO Leadership Travel – Funds should be budgeted for transportation, lodging, and per diem travel for three staff members (PI, Coordinator, and ROTC Commander) to attend the Project GO Annual Meeting.
4. Outreach and Recruitment – Funds should be budgeted for the creation of outreach materials such as brochures and mailings and costs associated with facilitating outreach activities including guest speakers, local websites, and/or light, culturally appropriate refreshments. Funds may not be used for promotional items and memorabilia including gifts and souvenirs (i.e. mugs, bags, T-shirts, etc.).
5. Contractor services or subrecipient agreements – The budget should accurately reflect the applicant’s relationship with all third parties who are contractors or subrecipients under this proposal.
6. Participant Support Costs –An itemized breakdown of scholarship costs per student must be included in an addendum to the budget to reflect the following:

All students receiving an overseas or domestic scholarship from a Project GO institution should receive full funding in the following areas:

- a. Tuition/fees
- b. Lodging
- c. Meals
- d. Travel to/from study location on a U.S. Flag carrier
- e. Books
- f. Insurance that fulfills the following requirements:
 - i. Health;
 - ii. Accident;
 - iii. Repatriation;
 - iv. Medical and non-medical evacuation insurance, including for reasons of war, civil unrest, and natural disasters; and

- v. Insurance must cover the entirety of the Project GO student's overseas program, including institution breaks.
- g. Visa
- h. Stipend to cover home institution fees for study abroad participation and/or academic credit transfer, if applicable.

The following costs should not be included in scholarship funding:

- a. Personal spending money
- b. Personal travel
- c. Costs for obtaining a passport
- d. Medication or inoculations
- e. Expenses for dependents

Please ensure that each line item is thoroughly justified in the budget narrative. The budget narrative should include a breakdown of the expenses, if not specified in the detailed budgets, and a description of how the expenses benefit the project. The budget narrative must:

1. Include a separate note for each line item in the budget. Budget notes must follow the order of the line items in the budget and must explain how costs relate to the proposed activities. (In the case of fringe benefits, a summary description can be used. Additionally, the university's fringe benefits rates and policies should be provided.)
2. Include a clear description of responsibilities for any budget requests for salary support or contracted time. Descriptions should be included in the budget narrative and should be concise.
3. Provide a note explaining the university's travel policy, particularly noting its hotel and per diem policy. Additionally, the university's travel policy should be provided.
4. As indicated in the budget template, all institutions are required to include travel funds for the program director, coordinator, and an ROTC commander to attend the Project GO annual meeting.
5. For all other travel, include the purpose, destination city and state or country, the number of travelers and the estimated number of days for the trip and provide a breakdown of costs for each trip.
6. Provide a link to the university's NICRA agreement. If this information is not available online, provide a copy of the relevant documents with the budget narrative.

APPLICATION FORMAT

1. Margins: 1" on all sides
2. Type face: 12 pt, Times New Roman
3. Spacing: double-spaced throughout
4. Pages numbered consecutively, starting with title pages, and following the order specified in "Proposal Content"
5. Table of Contents with active hyperlinks to the different sections of the proposal
6. Complete proposal to be submitted as single combined digital PDF file

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

APPLICATION QUESTIONS

Two webinars will be held to field questions regarding this solicitation:

- Wednesday, January 27, 2021, 3:00-4:00 p.m. Eastern Time
- Friday, March 5, 2021, 3:00-4:00 p.m. Eastern Time

To register for the webinar, please visit <http://www.rotcprojectgo.org/request-proposals>. The applicant will receive a confirmation email with instructions for participation in the webinar.

Following the webinars, FAQs will be posted on the Project GO website at <http://www.rotcprojectgo.org>.

Applicants are strongly encouraged to participate in the scheduled webinars. Additionally, applicants may submit questions to rotc@ije.org. Questions will be answered by e-mail. There will be a Q&A document posted on <http://www.rotcprojectgo.org/request-proposals> and updated periodically. As necessary, telephone calls may be scheduled to answer more complex questions.

All questions must be submitted no later than March 17, 2021. A final version of the Q&A document will be posted no later than March 22, 2021.

SECTION 5: TRANSMISSION INSTRUCTIONS

The **DEADLINE FOR RECEIPT** is **4:30 p.m. (Eastern Time), Friday, April 9, 2021**. The burden of timely delivery is the applicant's responsibility. 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 proposals 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 following web link.

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

Upon arrival at the proposal submission portal site, first time portal users will be directed to register and create login credentials. After creating credentials, applicants are directed to the *Applicant Management* section of the portal and will click on the *Start New Application* link to begin the proposal submission process. At the start of a new application, applicants are directed to select the RFP to which they would like to submit a proposal, this selection is made from the *Select an RFP* drop-down menu. Applicants should select "Project GO 2021-2024" from this drop-down menu, and complete and submit the online proposal submission form as directed. Applicants do not have to complete the submission process in one sitting and can return to the portal at any point prior to the submission deadline to complete the application process.

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

SECTION 6: BUDGET FORM

Applicants are encouraged to reference the Excel version of this budget form.

		Notes	PROJECT GO BUDGET 9/1/21 - 8/31/22		
PERSONNEL			Inst. Salary	% Effort	Amount
		1			\$ -
					\$ -
				Subtotal	\$ -
FRINGE			Salary	Fringe	Amount
					\$ -
					\$ -
				Subtotal	\$ -
TRAVEL			Frequency	Cost	Amount
Project GO Leadership Travel					
Trip 1					
	<i>Airfare</i>				
	<i>Lodging</i>				
	<i>Per Diem</i>				
	<i>Other (please describe)</i>				
Trip 2					
	<i>Airfare</i>				
	<i>Lodging</i>				
	<i>Per Diem</i>				
	<i>Other (please describe)</i>				
				Subtotal	\$ -
MATERIAL AND SUPPLIES			Frequency	Cost	Amount
				Subtotal	\$ -
CONTRACTUAL			Frequency	Cost	Amount
				Subtotal	\$ -
OTHER EXPENSES			Frequency	Cost	Amount
					\$ -
				Subtotal	\$ -
PARTICIPANT SUPPORT COSTS AND SCHOLARSHIPS			Frequency	Cost	Amount
					\$ -
Summer domestic scholarships (est. # students @ \$X scholarship)					
	<i>Tuition/Fees</i>				
	<i>Transportation to/from study location</i>				
	<i>Lodging</i>				

	<i>Meals</i>			
	<i>Books</i>			
	<i>Insurance</i>			
Summer abroad scholarships (est. # of students @ \$ X scholarship)				
	<i>Tuition/Fees</i>			
	<i>Transportation to/from study location</i>			
	<i>Lodging</i>			
	<i>Meals</i>			
	<i>Books</i>			
	<i>Insurance</i>			
			Subtotal	\$ -
				Amount
SUBTOTAL DIRECT COSTS				
TOTAL MODIFIED DIRECT COSTS				\$ -
INDIRECT COSTS @ X%				
TOTAL AWARD REQUEST				\$ -

APPENDIX A: ILR LANGUAGE PROFICIENCY SCALE

The U.S. government relies on the Interagency Language Roundtable (ILR) language proficiency scale to determine linguistic expertise. The following table outlines the proficiency descriptions for each ILR proficiency level. Below are the ILR descriptors for speaking. There are also ILR skill level descriptions for Reading, Listening, Writing, Translation Performance and Interpretation Performance and are located at (<http://www.govtilr.org/>).

ILR RATING	ILR PROFICIENCY DESCRIPTION
0	<i>No Proficiency:</i> Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability.
0+	<i>Memorized Proficiency:</i> Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful.
1	<i>Elementary Proficiency:</i> Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from this individual. This speaker has a functional, but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The individual is unable to produce continuous discourse except with rehearsed material.
1+	<i>Elementary Proficiency Plus:</i> Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.
2	<i>Limited Working Proficiency:</i> Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly

	controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances, but unusual or imprecise elsewhere.
2+	<i>Limited Working Proficiency Plus:</i> Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space and person references, or to be in some way inappropriate, if not strictly incorrect.
3	<i>General Professional Proficiency:</i> Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and professional topics. Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs and the implications of nuances and idiom may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate: but stress, intonation and pitch control may be faulty.
3+	<i>General Professional Proficiency Plus:</i> Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.
4	<i>Advanced Professional Proficiency:</i> Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as in informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty.
4+	<i>Advanced Professional Proficiency Plus:</i> Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability

	does not impede the performance of any language-use task. However, the individual would not necessarily be perceived as culturally native.
5	<i>Functional Native Proficiency:</i> Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect.

APPENDIX B: STUDENT POPULATION TEMPLATE

ROTC Population

	1 st Year	2 nd Year	3 rd Year	4 th Year	Total
Air Force					
Army					
Naval					
Total					

Total Student Population (Institution-wide)

Undergraduate	Graduate	Total

APPENDIX C: LANGUAGE TEMPLATE

Applicants will complete the following template in 1-2 pages for each language.

Program:	
Category	Description
Physical Location(s)	<i>Provide city, country</i>
Program Type	<i>Specify whether faculty-led, third party provider, etc.</i>
Program Provider/Partner Institution	<i>Please spell out abbreviations</i>
Language	
Language Levels	<i>List all levels offered (Year 1, Year 2, etc.)</i>
Length of Program	<i>Provide the length in weeks</i>
Program Dates	<i>Provide estimated dates</i>
Number of Students	<i>Provide the number of students estimated in each level of instruction</i>
Number of Classroom Hours per week	<i>List activities such as tutoring, language partners in the line below</i>
List of other activities	<i>Include activities that support maximum exposure to the language. Provide number of hours per week when possible</i>

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

Complete the following for an overseas and/or hybrid program:

- a. Rationale for:
 - a. Selected program location
 - b. Selected program provider
- b. Description of the relationship or agreement between the institution and the program provider (for example, a Memorandum of Understanding or contract)
- c. Plan for program oversight and communication

APPENDIX D: CONFUCIUS INSTITUTE CERTIFICATION

**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"): Project Global Officer

The John S. McCain National Defense Authorization Act for Fiscal Year 2019 (Public Law No. 115-232 or the "Act")¹ 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.²

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.³

- The Institution does not host a Confucius Institute.
- The Institution currently hosts a Confucius Institute and is in the process of terminating this relationship.⁴

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: _____

Title: _____

Date: _____

¹ Section 1091 Prohibition of Funds for Chinese Language Instruction Provided by a Confucius Institute

² Section 1091(a)

³ Section 1091(b)

⁴ Grant award eligibility will be contingent on the Institution's ability to certify that it no longer hosts a Confucius Institute.

