



LANGUAGE TRAINING CENTERS

REQUEST FOR PROPOSAL AND APPLICATION GUIDELINES



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

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Questions Due: February 4, 2022

DEADLINE FOR RECEIPT OF PROPOSAL:
Friday, February 25, 2022 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 Language Training Center (LTC) Program sponsored by the Defense Language and National Security Education Office (DLNSEO). IIE considers it a distinct pleasure to serve as the administrative agent for this important effort.

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

The LTC Program works in close collaboration with other critical language initiatives supported by DLNSEO, including Boren Scholarships and Fellowships (www.borenawards.org), The Language Flagship (www.thelanguageflagship.org), ROTC Project Global Officer (GO) (www.rotcprojectgo.org), English for Heritage Language Speakers (www.ehlsprogram.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 programs for Active Component, National Guard, Reserve Component, and/or Department of Defense (DoD) civilians (hereafter referred to as “DoD personnel”) by providing language, regional expertise, and culture training in response to their training needs.

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

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

ELIGIBILITY

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

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

BACKGROUND

Language, regional expertise, and cultural skills are enduring competencies that are critical to mission readiness in today’s dynamic global environment. DoD must have the ability to effectively communicate with, and understand the cultures of, coalition forces, international partners, and local populations. Section 529 of the National Defense Authorization Act of 2010 authorized DoD to establish Language Training Centers at accredited U.S. universities to increase DoD’s training capacity in strategic languages and regional area studies for DoD personnel.

The LTC Program supports two of DLNSEO’s key priorities: 1) Building a talent pipeline by working with schools, universities, and federal training institutions to build the capacities 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.

The LTC Program was established in 2011 in order to meet this goal. The objective of the program is to leverage the expertise and infrastructure of higher education institutions to meet the existing and demonstrated training needs of DoD units, offices or agencies. As a result, the linguistic and pedagogic expertise of faculty and instructors, and their ability to provide professional development and training to instructors hired to support the expanded work of an LTC program, have been key to achieving the language proficiency goals of LTC program DoD partners.

The Secretary of Defense, in a message to the force in March 2021, emphasized the importance of alliances and partnership which was highlighted in the National Defense Strategy published in January 2018. As the Secretary of Defense noted in his message, “allies and partners are a force multiplier and one of the greatest strategic assets we have in protecting our Nation. As we face complex challenges that span across borders, our success will depend on how closely we work with our friends around the world to secure our common interests and promote our shared values.” Having language and cultural skills in the force to support allied and partner interoperability supports one of the pillars of the defense strategy. The development of university-based LTCs will help increase the Department’s language, regional, and cultural capabilities and readiness through instruction of its personnel.

Over the past 10 years, the LTC program has provided funding to a total of 10 higher education institutions that delivered over 1,800 different courses to nearly 15,500 Department of Defense personnel including active-duty military service members, National Guardsmen and Reservists, and civilian personnel. More than 7,000 National Guard and Reserve personnel have received training in basic language and culture skills that they would not have otherwise received. Over 3,500 DoD personnel completed intensive language training, consisting of 120 or more hours of instruction resulting in increased language proficiency.

One important component of the program is the partnership between higher education institutions and DoD units, offices, or agencies. Since program inception, the number of different partnerships with DoD organizations has more than doubled and currently includes multiple partnerships with the Services, Defense agencies, Special Forces community, Reserves and the National Guard. Each center has institutional capacity to provide customized training to meet the specific needs of various DoD entities. It is the responsibility of each LTC institution to seek out, establish, and maintain these essential relationships with DoD entities, to meet partner specific needs and achieve the goals of the LTC program.

SECTION 2: PROPOSAL GUIDELINES

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

Proposals must therefore demonstrate:

- 1) **An operational requirement**, as defined by the DoD unit, office, or agency, for the specific language, regional or cultural training that the applicant is proposing to deliver. Training must be offered in the languages, regions, and cultures that support DoD missions in Asia, Africa, Latin America, Europe, and the Middle East.
- 2) **Training tailored to meet the specified operational requirements** that leverage institutional expertise in order to customize content for the DoD unit, office, or agency.
- 3) **Capacity to deliver the specified training** through existing institutional resources and infrastructure.
- 4) **Training delivery approaches that meet the requirements of DoD Personnel**. When necessary for the project, proposals should demonstrate the capacity to conduct language, regional, and cultural training of varying duration that can accommodate a fluctuating number of students, but generally not fewer than six per course. Training courses should be customized according to the individual mission needs of the units, offices, or agencies, which will utilize the training. Training may be delivered through traditional university offerings, online resources or non-traditional formats. Proposals should address innovative use of technology to deliver courses or supplementary materials to course participants.
- 5) **Training that will yield measurable language skills across modalities**. Training should focus on language acquisition, sustainment, and/or maintenance but should also include regional and cultural components. Proposals must address the basic elements of proficiency-based instruction that would meet the DoD partner's language needs.
- 6) **Assessment results of language training**. Proposals must provide a plan for measuring student language outcomes through a common rubric for all proposed courses, including courses that run for a short duration. Proposals should describe selected assessment tools in detail and the rationale for their selection. Language assessment tools in addition to the Defense Language Proficiency Test (DLPT) or the oral proficiency interview (OPI) should be considered.
- 7) **Institutional Commitment**. Proposals should address institutionalization of the proposed program/model to include institutional commitment to support and sustain LTC efforts, commitment to support the language education infrastructure required to institutionalize and sustain these efforts including teacher training and professional development, and plans to

provide physical space, facilities, and technological support conducive for faculty and students to thrive in a first-rate language learning environment.

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

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

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

PROGRAM ELEMENTS

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

- 1) Programs that provide members of the Armed Forces or civilian employees of the Department of Defense with language and area studies training from beginning through advanced skill levels.
- 2) Training for DoD personnel in critical and strategic languages that are tailored to meet operational readiness requirements.
- 3) Alternative training delivery systems and approaches to meet language and regional area studies requirements of DoD personnel, whether pre-, during, or post-deployment.
- 4) Programs on critical and strategic languages under the program that can be incorporated into the Reserve Officer Training Corps (ROTC) programs to facilitate the development of language skills among future officers of DoD. However, providing support for ROTC should not be the sole or primary focus of a LTC proposal since this is the main purpose of Project GO (www.rotcprojectgo.org).
- 5) Training and education programs to expand the pool of qualified instructors and educators on critical and strategic languages and regional area studies.
- 6) Programs to facilitate and encourage the recruitment of native and heritage speakers of critical and strategic languages into the Armed Forces and the civilian workforce of the Department of Defense.

In the past, training has included:

- Instruction in Arabic, Chinese, Dari, English, French, Georgian, German, Indonesian, Italian, Japanese, Korean, Pashto, Persian, Portuguese, Russian, Spanish, Swahili, Tagalog, Turkish, and Vietnamese among other languages.
- Intensive language courses for DoD personnel who have achieved intermediate to advanced level proficiency in the target language and want to sustain or increase their language proficiency.
- Iso-immersion courses that offer advanced level students the opportunity to communicate with native speakers in a simulated learning environment.
- Short duration pre-deployment training for National Guard and Reserve Components to provide language and cultural awareness training.
- Synchronous online learning courses for units, offices, or agencies that are able to offer DoD personnel release time for participation but are unable to fund travel and per diem expenditures.
- Asynchronous online courses that allow DoD personnel to complete work while maintaining their typical work schedule.
- Basic acquisition training to provide language and culture training to DoD personnel who begin with no prior knowledge of the proposed language.
- Advanced English as a Second Language professional development courses for DoD personnel with professional level language skills in a strategic language but for whom English is not a native language.

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

Proposals may also establish partnerships with other institutions and programs to enhance the development of their curricula and offerings. These partnerships may include, but are not limited to, Language Resource Centers (<https://www2.ed.gov/programs/iegpslrc/index.html>), ROTC Project GO (www.rotcprojectgo.org) and Language Flagship Centers (<http://www.thelanguageflagship.org>). These centers share the common goal of providing training in critical languages and developing resources that can be used broadly to improve language education in the United States.

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

SPECIFIC GUIDELINES ON CURRICULUM AND INSTRUCTION

Given the broad range of mission requirements for DoD personnel, there is considerable latitude in the choice of language as well as the duration, level, composition, and delivery of the training that institutions may propose; however, all proposals must clearly demonstrate how their proposed training responds to the specific operational needs of each DoD unit, agency, or office, which will be utilizing the proposed training. The desired level of proficiency also depends upon the mission requirements of the DoD partner.

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

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

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

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

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

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

PROGRAM EFFECTIVENESS

Applicants must present clear evaluation plans for assessing or measuring the program's effectiveness and the satisfaction of DoD partners. Competitive applicants will identify and describe plans for measuring meaningful outcomes which will be part of the grant award reporting

requirements submitted to IIE. Applicants will also discuss how the proposed evaluation plan will be used to inform programmatic and operational improvements. Participant survey or feedback may be a tool that can be used to evaluate and improve courses offered and inform future program planning. The applicant is highly encouraged to provide a sample class survey or end of class evaluation or feedback survey in their proposal. Successful applicants will explain how their proposed program will build a sustainable framework of programming and personnel that can be institutionalized over time.

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

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

COLLABORATION

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

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

FUNDING

The LTC Program is subject to the availability of funds. Institutional funding will be administered by IIE. DLNSEO and IIE anticipate awarding grants of within the approximate range of \$400,000 - \$2,500,000, dependent on demonstrated federal partner requirements, for a 12-month period beginning June 1, 2022. Projects exceeding \$2,500,000 will be considered only under exceptional circumstances when funding is deemed mission essential.

DLNSEO and IIE anticipate that, depending on overall program performance and funding availability, additional funding may be available for subsequent program cycles. Future funding will be contingent upon program success and the availability of funding. Programs selected to continue for subsequent years will be asked to submit budgets at a later point in time.

Applicants should submit a 12-month budget with funding beginning June 1, 2022 and ending May 31, 2023.

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

IIE expects to notify applicants of this award on or before April 15, 2022.

SECTION 3: CONFUCIUS INSTITUTE PROHIBITIONS

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

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

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

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

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

SECTION 4: MERIT REVIEW PROCESS AND EVALUATION CRITERIA

MERIT REVIEW PROCESS

Proposals will be evaluated by a merit-review panel organized by the Institute of International Education (IIE). The panel, which may include outside evaluators from academia, the private or federal sectors, or other individuals knowledgeable in the field, will rank proposals and make recommendations to IIE. **The certification form in Appendix C is not a component of the evaluation criteria identified in this section and an institution's response within the form is not a factor for consideration in the merit review process.**

Final award funding decisions will be made by DLNSEO, in consultation with IIE, and will be based on the review panel recommendations, funding availability, and program priorities. Final award funding levels may be lower than those proposed.

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

Final awards will be made by IIE to selected institutions. IIE may discuss the grant application with the applicant, if 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 applications do not sufficiently demonstrate the ability to meet the stated program goals.

EVALUATION CRITERIA

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

I. Evidence of DoD collaboration: 20 points

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

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

II. Strength of proposed plan and institutional training capability: 25 points

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

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

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

III. Quality of institutional capacity, commitment, and leadership: 20 points

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

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

IV. Strength of reporting metrics and project sustainment: 25 points

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

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

- Does the proposal clearly describe the proposed Language Training Center’s plans to assess the cost-effectiveness of the program?

V. Budget and cost effectiveness:

10 points

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

All costs must be allowable, allocable, and reasonable. 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:

- 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.
- Have a satisfactory record of executing such programs or activities (if a prior recipient of an award).
- Have a satisfactory record of integrity and business ethics.
- Be otherwise qualified and eligible to receive a grant or cooperative agreement under applicable laws and regulations (see § 22.420(c)).

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

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

- 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;
- DoDGARs Part 32, “Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations;”
- 2 CFR 200, “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.”

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

SECTION 5: APPLICATION PROCEDURES

PROPOSAL CONTENT

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

1. Transmittal letter from the applicant institution's Sponsored Projects/Research Office
2. Title page
3. Table of Contents with active hyperlinks to different sections of the proposal
4. Abstract of no more than 250 words
5. Proposal Narrative of no more than twenty (20) pages that contains:
 - a. Evidence of commitment from a specific DoD unit, office, or agency, which will participate in and benefit from the proposed training.
 - b. A plan that clearly describes how the proposed training meets the needs of the specified DoD unit, office, or agency.
 - c. A plan that outlines the curricular design and the capacity to deliver the training during the proposed period of performance.
6. A program timeline that indicates specific activities that will be carried out during the project period and the faculty and/or staff members who are responsible for each activity.
7. An appendix, using the template provided in Appendix A, that describes each course, the expected course outcomes including the expected number of participants, expected language proficiency gains (based on the Interagency Language Roundtable scale), and other specific learning outcomes. Outcomes should refer to proficiency needs and goals as outlined by the partnering agency within the Department of Defense. This section should clearly identify assessment tools to be used to measure language and other learning outcomes.
8. A list of key individuals who will be directly involved in the development and management of the program as well as complete contact information (email, addresses, and telephone numbers) for the key leadership at the DoD unit, office, or agency, that intends to partner with the applicant for the proposed training.
9. A letter of support (or other applicable documentation) from the DoD unit, office or agency intending to participate in the proposed training. The letter of support should include: a detailed description of the requested training, a statement of commitment to fully participate in the proposed training, a description of the possible impact if training is not received. Documentation should also describe the role that DoD leadership intends to play (such as selecting personnel to participate) in the proposed collaborative project.
10. Support letter(s) from institutional senior leadership (i.e. president, provost, vice president of academic affairs, dean, department chair) indicating institutional support for the creation of an LTC within the institution that serves DoD personnel.
11. Certification as outlined in Section 3 of the request for proposal.

BUDGET CONTENT

A complete budget should include:

1. Itemized budget

2. Budget narrative

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

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

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 in the order specified in the "Proposal Content."
5. Table of Contents with active hyperlinks to the different sections of the proposal

6. Proposal to be submitted using the secure online proposal submission portal. The proposal will be uploaded in six parts (each part in PDF format), detailed as follows:
- **Proposal** (Title Page, Transmittal Letter, Abstract, Proposal Narrative, Key Personnel)
 - **Program Timeline**
 - **Course Details**
 - **Letters of Support** (Letter from DoD partner(s) and Letter from institution's senior leadership)
 - **Certification** (Appendix C: CI Certification)
 - **Budget and Budget Narrative** (Itemized budget utilizing Appendix B template, plus supporting budget narrative)

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

APPLICATION QUESTIONS

A webinar for institutions will be held on January 18, 2022 from 3:00-4:00 p.m. Eastern Time to field questions regarding this solicitation

A separate webinar for DoD components interested in learning about the program will be held on February 3, 2022 from 3:00-4:00 p.m. Eastern Time.

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

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

All questions must be submitted no later than February 4, 2022. A final version of the Q&A document will be posted no later than February 11, 2022.

Information about the LTC Program can be found at <http://www.dodltc.org>. Additional information about the LTC Program can be found at www.nsep.org.

TRANSMISSION INSTRUCTIONS

The **DEADLINE FOR RECEIPT** is **4:30 p.m. (Eastern Time), Friday, February 25, 2022**. The burden of timely delivery is the applicant's. Proposals received after the deadline will be disqualified from consideration. Proposals must be submitted online in PDF format using the designated IIE proposal submission portal. Hard copy proposal submissions will not be accepted.

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

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

Upon arrival at the proposal submission portal site, first-time users will be directed to register and create login credentials. After creating credentials, applicants are directed to the *Applicant Management* section of the portal and will click the *Start New Application* link to begin the proposal submission process. As the start of a new application, applicants are directed to select the RFP to which they would like to submit a proposal, this selection is made from the *Select an RFP* drop-down menu. Applicants should select "Language Training Centers 2022-23" from the drop-down menu, then complete and submit the online proposal submission form as directed. Applicants do not have to complete the submission process in one sitting and can return to the portal at any point prior to the submission deadline to complete the application process.

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

APPENDIX A: PROJECT DESCRIPTION TEMPLATE

Institution Name:

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

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

APPENDIX B: BUDGET TEMPLATE

Applicants are encouraged to use the Excel version of the budget template available online. Please include 2 decimal places in all budget categories that are not whole numbers. Do not use rounding formulas.

INSTITUTION NAME
Language Training Center
Date

		6/1/2022 - 5/31/2023			
PERSONNEL	Role on Project	Inst. Salary	% Effort	Total	Note
				\$0.00	1
				\$0.00	2
				\$0.00	3
				\$0.00	etc
			Subtotal	\$0.00	
FRINGE BENEFITS		Salary	Fringe	Total	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
			Subtotal	\$0.00	
TRAVEL	Description	Frequency	Cost	Total	
<i>Example: Location</i>	<i>Purpose</i>			\$0.00	
	<i>Transportation</i>			\$0.00	
	<i>Lodging</i>			\$0.00	
	<i>Meals</i>			\$0.00	
			Subtotal	\$0.00	
EQUIPMENT	Description	Frequency	Cost	Total	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
			Subtotal	\$0.00	
MATERIALS AND SUPPLIES	Description	Frequency	Cost	Total	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
			Subtotal	\$0.00	
CONTRACTUAL	Description	Frequency	Cost	Total	
				\$0.00	
				\$0.00	

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

APPENDIX C: CONFUCIUS INSTITUTE CERTIFICATION FORM

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

University Name (the "Institution"): _____

Address: _____

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

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

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

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

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

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

Signature

Name: _____

Date: _____

Title: _____