



THE LANGUAGE FLAGSHIP

Creating Global Professionals

2020 Requests for Proposals for Undergraduate Language Flagship Programs For Arabic, Chinese, Korean, Persian, Portuguese and Russian

RFP Questions and Answers

ELIGIBILITY

Q: Can an institution apply for two Language Flagship programs at the same time?

Yes. Please note that each language must submit a separate application.

Q: Can you comment on applications from small private institutions vs. large R-1 institutions?

Proposals from all types of institutions are encouraged. R-1s have a great deal of resources in terms of students to draw on. The challenge for smaller institutions would be integrating the program across all the disciplines into the Flagship. This can be hard without interdepartmental support, so proposals will be more successful if The Language Flagship fits within the institutional vision.

Q: Do institutions that offer language courses but do not have an existing program for the proposed language qualify for funding?

This solicitation is open to US institutions of higher education (IHEs) with strong existing language programs. It is unlikely that a Flagship program would be funded if the institution does not currently offer target language courses.

Q: Do we qualify for the grant even though we do not have advanced courses in the target language?

The institution would qualify to apply, but the proposal would need to show capacity to build out a curriculum through the advanced level, including content courses. It is expected that the program trains students to ILR 2 and meets all of the other Capstone preparation requirements as outlined in the RFP.

Q: If an institution has a Confucius Institute (CI), does the CI have to be off campus before the application is submitted or can there be an arrangement where the CI is gone before the award begins?

Institutions will need to certify that their institution does not host a Confucius Institute no later than 90 days before the start date of the award. This grant begins June 1, 2020, so certification will be due to IIE on or before February 28, 2020.

Q: Are private institutions encouraged to apply?

Yes. Private institutions are encouraged to apply. Public institutions do not have priority consideration for hosting a Flagship program.

Q: Is the 2020-2024 Flagship grant cycle open to all IHEs?

Yes, the grant competition is open to all US IHEs.

Q: Is geographic distribution something that is considered?

No, geographic distribution is not part of the selection criteria. However, proposals would be able to discuss this from a recruitment standpoint.

Q: It is unclear to me whether one has to be accepted as a "Flagship program" to be eligible to apply for the grants. If so, how does an institution become a "Flagship program?"

This grant solicitation is to become a Language Flagship program and receive the funding for the operation of a Flagship program. Therefore, applicants do not need to be a current Flagship program to apply. It is open to all US higher education institutions.

Q: My program has about 120 students per year, would this number be ok for us to apply?

Yes. There is no pre-determined student recruitment pool for a Flagship applicant. However, it should be noted that successful applicants will need to demonstrate that they are able to recruit a minimum of 80 Flagship Undergraduates annually for their program, and have 20 Flagship students successfully undertake an Overseas Capstone annually by the completion of the grant cycle.

Q: Our program is too small to qualify for Flagship status. Can you recommend alternative US government funding that we could apply to for financial support?

Other opportunities through DLNSEO include the Flagship Language Initiatives offered through the Boren Awards. Language Training Centers are re-competed every three years for institutions close to a military base. In addition, institutions can host the Project Global Officer program, which provides summer language training to ROTC students. The Department of Education has the Undergraduate International Studies and Foreign Language program that facilitates program building.

Q: Should the applying institution have an already existing language program?

The applicant institutions must have strong existing language programs through the advanced level and should have demonstrated enrollments and results/outcomes prior to application. Flagship programs offer instruction through the advanced level. While the program does want to develop and improve language learning at institutions, proposals should focus on one or two development areas such as content courses or revamping a particular level. Proposals to build a program from scratch are not competitive.

Q: We have started teaching the target language in our summer institute this year. Can we still apply for the Flagship program?

All applications are welcome. It's a valuable exercise to get everyone at the university together and plan for program development. However, to be competitive for the award there needs to be institutional capacity to teach elementary to advanced courses in the language during the academic year as well as summer. Therefore, faculty need to be largely in place and there should be a clear plan to bring in professionals who can teach very advanced courses. Having a summer institute can be beneficial to a Flagship program because summer study helps accelerate students through the program. Applicants are encouraged to talk with the department chair and dean about what it would take to run this program.

Q: We noticed that current Flagship programs offer majors and minors in the target language. Is this a requirement?

There is no requirement that a minor or major is offered. However, programs must be able to teach to an advanced level. Beyond years of instruction

offered, programs should be able to demonstrate proficiency by developing an outcomes-based program.

Q: Would you encourage a submission from a university that has a small language program?

Yes, if there is institutional support and demonstrated student need to expand that program.

GRANTS ADMINISTRATION AND STAFFING

Q: If we do not have a tenured professor at the moment, could I be the director for this award?

It is strongly recommended that a tenured faculty member or a tenure-equivalent Professor of Practice be the Project Director. They have standing within the department and school and can propose curricular changes to committees. Having an advocate who has that type of standing makes the program much more stable. Beyond that, it shows commitment on behalf of the institution to have tenured faculty involved in the project. There can be academic directors under that Project Director who are not tenured. Also, it is important to note that this role can be a heavy load for assistant professors and detrimental to the tenure process.

Q: My title at the moment is Senior Lecturer and Program Director. Am I eligible to apply as Flagship Program Director?

Yes, you are eligible to apply in the role of Flagship Program Director. It is preferable to see some institutional commitment in more senior faculty. The application would be more competitive if a tenure line faculty member was included.

Q: Our director is a tenure-track faculty in Curriculum and Teaching specializing in Second Language Acquisition and language teaching pedagogy. Does this seem appropriate?

Yes. However, the application should demonstrate that there is good cooperation among all the various programs and departments involved in the proposed leadership structure of the Flagship. There can be a situation where the Flagship Director is in linguistics, but the chair of language department runs

the curriculum. If not coordinated closely, this can be very problematic especially if reporting lines are different. There needs to be clear lines of authority so that people in charge of the program have support and are able to implement curriculum.

Q: Should the principle investigator (PI) and Flagship Director be the same person? Would it be possible that the PI is the chair of the department where the Flagship is housed, and Flagship director should be an assistant professor?

Both scenarios are allowable.

Q: Is it allowable to name a senior lecturer as Flagship Director or, together with a faculty, as a Co-Director of the program?

The aim is for the director to be empowered to lead the program and make changes as necessary. A co-director is allowable on this award and may be a way to address this concern if the day-to-day director is non-tenure track.

Q: Would be possible to have this initiative co-directed by two faculty members instead of directed by one? Alternatively, could we have one director and one vice-director?

Both scenarios are allowable.

Q: Could you please explain the difference between the PI and the Director?

In cases where the Director and a PI are different people, typically the PI is the department chair or other higher-level administrator who provides oversight and advocates for the program but does not directly manage the day to day academics. This typically falls to the Director who supervises the faculty and staff. Another model is when the PI is a more senior, tenured faculty member and the Director is not yet tenured. This provides additional top layer support for the program.

Q: The budget guidelines mention that partial summer salary may be requested for the Flagship director/ PI. How is partial defined? There are 3 summer months. Is partial anything less than 3 months?

There is not a firm definition of partial, it is broadly defined.

Q: Can coordinators teach, tutor, or facilitate some conversation hours?

While coordinators can engage in those activities, the intention of the position is to primarily support the program administratively. It depends on what other administrative support is available for the program and the level of the position. Being a Flagship coordinator is typically a full-time job.

Q: How common is it for Flagship program coordinators to teach a specialized course?

This is uncommon. The coordinator is the administrative expert and go-to person for students in the program. Since both this role and instruction roles are very busy, it is not common that those roles are blended. It is important for the coordinator to be available to students.

Q: Does the coordinator position usually carry heavy responsibilities for financial matters? Is it advisable to hire someone with a background in finance? Or would this individual typically be more involved in advising, recruiting, and similar activities?

Programs have found it valuable for the coordinator to have a background in grants administration and finance. However, the other duties mentioned in this question are at the core of what a coordinator does. Depending on the administrative set-up of the program, it's possible that some of these responsibilities may fall elsewhere. For example, is there a finance officer in the department that can spend a percentage of time on the grant? Can student workers contribute to some of the recruitment activities and social media? The level of administrator hired will also likely influence the job description.

Q: If we are applying for a domestic program and an overseas program (Korean and Portuguese), are we able to reallocate some of the funds to the domestic budget to support the domestically-located overseas program coordinator?

Whether an overseas-focused position is domestically located or at an overseas partner does not matter. Domestic expenses that are allocable to the overseas programming are fine, and should be counted towards the overseas maximum.

Q: Are you looking for full time faculty lines towards the program as evidence of institutional commitment?

This is a great way to show institutional support.

Q: Can we build in personnel costs and is there a limit to the level of personnel (number, percentage of budget, etc.)?

Yes, personnel costs are allowable on the award. There is a limit of 200% LOE for administrative positions on the award.

Q: Do course releases for the PI and salaries for instructional staff fall under the 200% LoE limit for personnel?

When looking at budgets to count the 200% LOE maximum, administrative and instructional roles are separated. Typically, those teaching courses would not be counted as administrative. Duties of coordination, financial, grant management, and outreach would count as administrative.

Q: I noticed that the budget may include no more than 200% total effort for administrative staff positions. Would our Flagship Program's Academic Director or Instructors be considered administrative staff included in this 200% limit?

The academic director and instructors would not count towards the 200% administrative staff limit.

Q: Do Flagship programs use personnel budget for language instructors?

Yes. Usually programs pay for core instruction, it is preferably taken on by the institution. However, applicants can make the case for seeding of a new instructor position to be assumed by the institution, if that helps the program to expand or improve their Flagship language offerings.

Q: Is there a minimum number of faculty that work on the language program?

There needs to be enough instructional staff and faculty to have a robust program from the introductory through advanced courses, as well as any content in language coursework proposed. If not, there should be a clear commitment from the institution to hire.

Q: What is the minimum number of faculty members, lecturers, tutors and administrators needed to qualify for The Language Flagship?

There is no minimum number, as different universities have different teaching loads for faculty. Applicants should demonstrate the instructional capacity to provide instruction for introductory through advanced coursework, as well as any content in language coursework proposed, for a Flagship program that should have at a minimum 80 students. Thus, this response varies based on the size of the university and program enrollments. Each Flagship program needs a director or co-directors as well as a coordinator to work with the IIE and NSEP

teams. Please keep in mind that tutors and language partners also need to be hired for working with students as part of the personnel budget.

Q: What tends to be the yearly budget for tutors in currently funded Flagship programs?

There are a number of models since every program is unique. Some programs institute group tutoring, others may decide to offer fewer hours in Year 1 as opposed to subsequent years. There are many factors that go into this. Institutions should work to develop budgetary models for tutoring that do not cap or restrict the access to tutoring as the program grows.

Q: Do people often include Fulbright for additional staffing?

Thriving programs do have a variety of visiting professors, including Fulbright. However, it is not recommended that applications rely on those as part of the core program, as there is no assurance that these positions will be funded in future years.

Q: Do we hire testers directly?

The Language Flagship proficiency tests, which are the high-stakes tests for Capstone qualification and pre- and post- summer study are scheduled by and paid for through American Councils for International Education. All domestic testing is scheduled by and paid for by the domestic Flagship program. For low-stakes diagnostic testing, programs may consider using ACTFL-trained OPI instructional staff on campus to conduct low-cost mock assessments. For annual medium stakes assessments, there are many options available to educational institutions, however, the Flagship does not endorse any. The only caveat is that assessments paid for by Flagship must generate results that correlate to the ACTFL/ILR scale.

Q: Can one course release and one month of summer salary be requested in year one of this open call competition?

That will be reviewed and decided based on the overall need of the request. Applicants would need to demonstrate in their proposals to the reviewers how this allocation directly benefits the Flagship program.

Q: Would an Associate Director also be entitled to partial summer salary as part of administrative costs?

This would be allowable.

Q: Would it be possible to hire language experts as consultants for the program? Is it ok if those people are international?

Yes, this is allowable.

Q: Would tutors be a line under personnel, or another budget category?

Tutor costs fall under personnel. Including hourly or part time rates, as well as any fringe costs is important on a submitted budget.

Q: We typically hire graduate students as 50% FTEs. The graduate student we hope to hire will only be working for the proposed Flagship program. In this case, is the graduate student considered 100% LoE or 50%? Is FTE the same as LoE in this context?

This would be 50% LOE. 50% of a full position.

Q: Does the proposal allow for institutional overhead?

Indirect costs are allowable and must be counted towards the budget maximum.

Q: Are indirect costs included or on top of the award amount?

Indirect costs are included in award amount.

Q: Are these 4-year awards?

Yes.

Q: In the Korean and Portuguese RFPs, what does it mean that "only one overseas program will be funded"?

Flagship students from multiple institutions will participate in the same Capstone program. Therefore, even though more than one domestic program may be funded, only fund one overseas program will be funded.

Q: It is requested that we submit a budget for each year in the grant period in the proposal. How closely must the original proposal's budget align with the budgets that are submitted for approval each year in the grant period?

Requesting a 4-year budget helps the program monitor, track, and recoup funds that have not yet been used. The proposed budget and budget narrative should be true and accurate with what is intended to be done. However, it is possible to adjust during the annual budget renewal process.

Q: Can changes be made to the proposed budget after our program is approved for funding?

Yes, changes may be requested.

Q: Can the funding be used for online conversation sessions to enhance students' exposure to the language?

Flagships have used technology for more conversation practice, but depending on the program it may not be recommended to devote much time and energy to commercial products. Instead it is recommended to focusing on developing instruction on campus. If commercial products are used for more conversation practice, it needs to be clear how they are blended into the proficiency-based approach. It must be clear how this tool fits in holistically and if it is something that is already in place it should be leveraged.

Q: Can we include budget line items to compensate virtual foreign language partners?

There is nothing prohibiting this in the program guidelines.

Q: I understand that someone in each program should be a certified OPI tester. Does it matter who that would be?

Having a certified OPI tester on staff is not a requirement. However, it is a requirement to have a thorough knowledge of proficiency amongst instructional staff. Students need to be assessed from a proficiency standpoint to qualify for Capstone.

Q: Can we budget for more than one site visit to the Flagship Overseas Summer and Capstone programs?

It is not unusual for programs to plan an annual visit overseas. It would be unusual to see more than one visit annually since international travel is closely followed and audited. If there is good justification, this could be considered. Programs should be considerate of the overseas administrators and plan well in advance.

Q: Can we leverage funds from foreign entities?

There is tightening scrutiny of funds from foreign entities. Students receiving NSEP support should not be receiving funds from foreign entities. Recent legislation drew a firewall between NSEP programming and Confucius Institute programming. In general, it is not encouraged that institutions pursue or use foreign funding in the operation of a Flagship program.

Q: Do classes need to start in the summer or is that just when the funding year begins?

June 1st is when the funding year begins. There is no expectation for when classes start.

Q: If a currently funded Flagship program is a finalist in the 2020-2024 competition, will you still schedule a site visit?

Site visits will be scheduled based on panel recommendations and available staff time.

Q: What is the purpose of pre-award site visits?

Generally, site visits are made to discuss the program with university leadership, understand goals and talk program details. If a panel has concerns or specific issues that they suggest clarification on, a site visit would be made to work on those recommendations. Virtual meetings rather than full site visits are more likely for most finalists. It is important to meet with the department chair and leadership of new programs and new institutions.

Q: In several places, the RFP suggests that “limited” funding may be used for recruitment efforts, promotional materials, outreach activities, and educational technology. What does “limited” mean?

This depends on how it is reflected in the budget narrative. Is the dollar amount going to produce something that will resonate with the reviewers? These answers will be different for everyone. Describe the return on investment, but also do not have the entire program funding dependent on purchase of technology.

Q: Is the first year of the grant cycle open to increased funding if the program already meets the +60 enrollment numbers?

In order for a student to join Flagship there is usually a competitive application process. For that reason, it is very unlikely that an institution would receive the award, review applications, and admit 60 people in the first year of the grant. If that did happen, increased funding could be considered, but this is typically very rare. In the circumstance where an existing Flagship program reapplies and demonstrates entering the competition with 60-plus enrolled students, additional funding would be considered.

Q: May operational funding be used to fund instruction for low-enrollment sections that the deans may otherwise want to cancel?

It is important that there is institutional support from the dean for the program. Applicants should work with the deans on expectations to generate interest and enrollment. Flagship funding may be used to fund instruction for currently low-enrollment sections, if these are intended to be core offerings for the proposed Flagship curriculum and there is the expectation that enrollments will increase as the Flagship program develops.

Q: We are in talks of creating a Maymester study abroad program. Could grant funding be used for this?

No. Grant funding is intended for domestic programming.

Q: What do you mean by "finalists"?

A finalist is an applicant who is been found meritorious, but an official agreement has not yet been signed.

Q: What does "cost-reimbursable awards" mean?

When a proposal and budget is awarded and approved, the program will be awarded a maximum amount that can be spent. The program will spend money on items listed in budget and then submit an invoice to IIE quarterly. Expenses will therefore be reimbursed after the fact. When the award is executed, IIE commits to reimburse the costs in the budget.

Q: What is project order negotiation?

Once winners are selected formally, the process of looking at the budget commences. Changes may be requested by IIE, NSEP, or the reviewers. The budget will also be looked at for allocability and reasonableness, and that it

meets all criteria for federal funding. The statement of work will also be looked at to ensure it aligns with the budget and no questions remain.

Q: When will award winners be announced?

All award winners will be announced by April 2020.

ENROLLMENT AND STUDENT FUNDING

Q: Can we recruit and accept students to the program before the student is accepted to the university?

Programs may recruit students before they have been admitted to the Flagship university. Students recruited before they have matriculated may be conditionally admitted to the Flagship program. It is a requirement that Flagship students are degree-seeking undergraduate students at the Flagship university. They can be fully admitted once they are matriculated, and met the conditions designated by the program for acceptance as Flagship Undergraduates.

Q: Do participating students have to be US citizens or permanent residents?

Students need to be US citizens or permanent residents in order to receive student support from Flagship or participate in Capstone year. Dual citizens must travel abroad on their US passports. In addition, the program's overseas safety and security policy states that dual citizens of the country of study abroad are ineligible to participate as they would be handled as domestic citizens by that country in case of emergency. That said, participation in Flagship domestic coursework should be open to all students at the institution.

Q: Would foreign students be counted toward the goal of 20 enrollments per year?

No. Flagship students need to be permanent residents of the US or US citizens.

Q: Is there a requirement/expectation that the Flagship language students be non-heritage language learners?

Heritage and non-heritage language learners are welcome in the Flagship programs. The program should be able to accommodate both.

Q: Is there a target number of enrollment when the program is at peak?

The goal for student enrollment is 80 (20 each year) per program. Though an aspirational goal, most successful programs have been able to achieve the 60-80 range of confirmed and committed students. Programs are welcome to exceed the target enrollments.

Q: What is the expectation for student enrollment during the initial year(s) for new Flagship awardees?

Acknowledging that it takes time to recruit and build a cohort, the program expects strong cohorts of students in the first and second year of the grant. Overall, the expectation is that there are 15-20 new students per cohort per year. Funding could increase if enrollments increase in the second and third years of the grant. The official record for Flagship student enrollment is through the Student Certification System. Programs must maintain the student records in this system as well as their own student records.

Q: What is the expectation for when new awardees should start sending students to the Capstone year?

It is typical to take the time and care to build a program before sending students on Capstone. Programs should not rush students into the Capstone—they need to be academically, linguistically, and emotionally prepared to go. However, if a select number of students are already well-prepared, then it may make sense to send them on Capstone on a case by case basis.

Q: What is the maximum number of enrollments in a Flagship program?

There is no maximum for the number of students that can be enrolled in the program. It is anticipated that there will be larger enrollments in the lower levels and enrollments will narrow as students get closer to Capstone year. In addition, it is recognized that in the first years of funding enrollments may be lower as the program builds.

Q: Should student tuition for Capstone year should be included in the budget?

No, tuition for Capstone should not be included in the budget. There is limited student support funding that is available to students, but this is awarded as part of an annual process with institutions that have a domestic Flagship. However, if the applicant is proposing for a Capstone program (Korean, Persian, and Portuguese), tuition costs for Capstone should be included in Appendix J.

Q: What does student funding include? Does it include fees for testing and studying abroad? Or should these items be included in the proposed budget?

The operational budget can include testing fees, which are allowable and quite common. Scholarships for students for domestic and overseas summer study, as well as the Capstone year, will be awarded separately through the standard, annual processes after the Flagship programs have been funded.

Q: What is the typical amount for student support per year per student?

There are three periods of eligibility: domestic summer (\$3,500 maximum), summer overseas (\$7,000 maximum), and the Capstone year (\$15,000 maximum). The maximum amount of Flagship student support that students may receive is \$20,000 over their lifetime as a Flagship student. Availability of funding is limited, and the typical amount received per year is wide-ranging. Therefore, it is imperative for students to seek other sources of funding and plan around that funding. Applicants should demonstrate how they will provide student advising on obtaining or competing for outside funds to support their Flagship study. Outside funding should come exclusively from U.S. sources. Additional funding is available for ROTC students.

Q: What is the typical amount of funding that students receive for the Capstone year?

\$15,000 is the maximum amount a student can receive. However, the average is a wide range. The maximum amount of student support that a student can receive throughout the Flagship program is \$20,000 and funding is limited, so it is imperative for students to seek other funding and plan around that funding.

Q: When I am speaking to colleagues across campus and explaining what their students will receive through this Flagship program, is it correct to say that any student who has reached the target proficiency level will have the majority of their Capstone year paid for? Is Flagship student support only for Boren recipients?

Flagship student support is awarded annually to institutions, and funding is limited. Some students do receive close to the maximum amount of support (\$15,000), but not all. Programs are expected to find other sources of funding to supplement and ensure that availability of funding is available to those who need it. Programs should not guarantee funding to students, because it does fluctuate year to year. The Boren Awards are separate, and receipt of a Boren

Award does not impact eligibility for Flagship funding. Combining a Boren scholarship and Flagship student support is a great way to fully fund a Capstone year abroad.

Q: The RFP instructs us to include plans to help secure financial aid and scholarship support for Flagship students. Are there other funding options outside of Boren and ROTC scholarships?

There are many funding options. Boren is very advantageous in many ways and includes professional opportunities. ROTC scholarships allow the program to fully fund ROTC student participation in summer and Capstone programs. Other opportunities include Gilman, the Critical Language Scholarship, Fulbright, as well as Title VI support from the Department of Education. Programs are encouraged to provide advising and guidance for their students to find other opportunities at the university or with companies who are interested in hiring Flagship students and willing to support scholarships.

Q: Can short-term programs abroad be supported or funded through the Flagship program?

Students may use Flagship student support (separate from this award) on summer programs that are 8-weeks in length and cover one year's worth of language learning. Programs must be approved by the Council of Directors for the appropriate Flagship language. Domestic summer programs that meet the same criteria may also be considered. Currently, programs send students to their own domestic summer programs regularly.

Q: Does The Language Flagship pay for tuition fees at the local institution?

Flagship student support may not be used for academic year tuition at the Flagship university. The Persian domestic Capstone is the exception to this guideline.

PROPOSAL SUBMISSION

Q: The RFP says the application deadline is October 15, 2019. Does it mean that the hard copy of the application should arrive by October 15 or will an October 15 post mark be accepted?

The hard copy must be in the IIE office on October 15, 2019

Q: Are the appendices meant to be formatted exactly like the narrative (Times New Roman, 12 point, double spaced, etc.)? Or is it possible to format them in some other way?

Use the provided font format for all elements of the proposal (timeline, CVs,) and use double spacing throughout. Charts can be used but the format should be standard.

Q: The guidelines say that the proposal should be double-spaced throughout. Does this include the budget narrative?

The intention is that it is double-spaced throughout, including the budget narrative.

Q: Does the maximum of 25 pages of proposal narrative include or exclude the pages for academic references?

Any citations should be included within the 25-page narrative.

Q: We have organized the narrative according to the various headings. Is this acceptable?

Yes.

Q: The guidelines say we need to have signature on the original form. Whose signature is needed and where should it be?

The signature should be on the Transmittal letter from the applicant institution's Sponsored Projects/Research Office. Whoever typically signs from that office would be fine.

Q: Is there a template or preferred format for the transmittal letter, the title page, and the mini bios? For the mini bios, how many words are used on average?

There is no template for any of these sections. Formatting guidelines should be followed. One paragraph would be plenty for the mini-bios.

Q: Can you tell me who the university letters of support should be addressed to for the Flagship proposal? Is it still Dr. Samuel Eisen, Director?

This is acceptable. Dr. Eisen is the Director of Programs at DLNSEO.

Q: Should the letters of support for our Flagship grant proposal (2020-2024) be addressed to both of our co-directors?

This is acceptable. Addressing to both PIs for the program would be appropriate and straightforward for the reviewers.

Q: Do all applicants for the domestic program need to apply for the overseas Flagship program (Korean and Portuguese)?

Applicants may choose to apply for the domestic program only. If this is the case, the budget maximum is \$325,000 per year.

Q: Do we have to be in touch with the Overseas program before winning the grant?

No, communication with the Overseas program is not a requirement for the proposal.

Q: Do we need to add course descriptions?

The application may want to show expectations for each course and anticipated inputs and outcomes, but it does not need to explain specific courses. If included, the descriptions should be included in the narrative portion of the RFP.

Q: Do we need a supporting letter from the partnership institution?

This is not required, but to make a program competitive the application should show evidence that the overseas partners are engaged in the program.

Q: Do we need to write a different budget narrative for each year of the budget? Or can we write one budget narrative and indicate whether there are changes between the years?

A budget narrative should be included for each year.

Q: We are applying for both the domestic and overseas Flagship. Are there separate budget templates for each or do we use the one template for both?

The intention is to use the same template for both programs. Applicants should ensure that it is clear which costs are for the overseas versus the domestic program, as the reviewers will be taking a look at what is charged to each program.

Q: How does the overseas Capstone portion of the project figure into the 4-year budget (Korean and Portuguese)?

The budget template has three tabs, and is designed to hold budget information for both the Domestic and Overseas programs, as applicable. The 3rd tab will likely be used only if the applicant is applying for an Overseas Capstone. The subrecipient will likely be the overseas partner or a study abroad provider. The "Total Costs for IIE cell" on the third tab will automatically link to the "contractual" category on tab 2. Note that some costs for the Overseas program may occur domestically at the applicant's university.

Q: If we are applying for only the domestic program (Korean and Portuguese), do we have to include the overseas program in our budget?

In this case the applicant would only need to include numbers for the domestic program.

Q: Since another university is the administrator of the overseas program, should we confer with them on how to address the overseas section of the RFP (Korean and Portuguese)? To what extent should we describe the overseas program?

The overseas portion of the RFP (Korean and Portuguese) is only applicable to institutions that would like to apply to host the Capstone program. Similar to the domestic portion of the RFP, it is open to anyone for application. The administrator of the Capstone will be determined by this open competition. If the applicant is not interested in hosting the Capstone they should not complete the overseas portion of the application. New applicants who are interested in hosting the program would likely not consult with current administrator on the application.

Q: Since we are not applying to administer a (Korean/Portuguese) Overseas Capstone, what would the total number of points be for the evaluation of our proposal?

The proposal would only be evaluated on the first set of criteria (domestic) out of 100 points.

Q: We would like to mention the work that the current program has done already for preparation for the Capstone (memorandum of understanding between the university and the overseas partner, university-specific Overseas Capstone-Cost Budget, etc.). Where in the proposal could we mention this work since we won't be submitting an overall proposal for the Overseas Flagship Program?

Applicants may consider including this information in the proposal narrative. In the evaluation criteria there is interest in articulation with the overseas program. Please do not add these documents as additional appendices or attachments, as it is stated that “Additional materials and appendices will not be reviewed as part of a submitted proposal.”

Q: What kind of student "testing" data is considered appropriate for a Flagship if the proposing institution does not yet have standardized test scores?

The Flagship program uses the Oral Proficiency Interview using both the ILR and ACTFL scales. A custom Flagship battery has been created for reading and listening. In addition, the current Flagships often use a variety of government assessments. Applicants can provide student testing data from assessments that are benchmarked to either the ACTFL or ILR proficiency scales.

Q: Can you clarify what “timeline” means in the context of Appendix A?

The timeline should illustrate the plan of action over the next four years, expanding on the narrative. It should show how a plan on integrating additional practices revisiting or enhancing the curriculum, integrating tutors/partners, and other key changes planned as part of a Flagship program proposal. It should be clear who will be undertaking those tasks. Content may also include plans for curriculum, recruitment, implementing assessments, etc.

Q: Can you please send a sample of Appendix A?

A sample appendix cannot be provided.

Q: For Appendix A, it says we need a timeline that indicates the faculty and/or staff members responsible for each task. Is this one timeline per year or is the timeline intended to cover the full 4 years?

The timeline will cover all four years.

Q: What are the possible/expected components for Appendix B?

This appendix is asking for the possible options of students progressing through the program. There is likely a typical pathway for a student starting with no proficiency, but what are the other progressions? This may include pathways for heritage learners, those who took the language in high school, those who need an accelerated path, etc. Is there a summer program that would allow students to skip a year?

Q: Appendix B instructions seem to suggest that we need an accelerated progression. Can you provide more information on what is meant by accelerated? Is it required for proposals?

The RFP is asking for multiple pathways to allow for a diverse population of students to participate in the program. Including an accelerated pathway would be one way to achieve this as it allows students to move through the program more quickly,

Q: For Appendix C, should the courses listed under "Course Offerings" include all courses available at the specific levels or only courses offered during the 2018-2019 academic year?

It should include all available courses.

Q: For Appendix C, should we be listing the enrollment numbers from all target language classes in 2018-2019 and summer 2019? Or is it student enrollment referring to how many students are in the Flagship Program specifically during that time frame?

This is enrollment for all target language classes. This is not just specifically Flagship students, but the intention is for Flagship-eligible students. Do not include graduate, non-degree, or foreign students.

Q: In Appendix C, how do you define enrollment? A student normally takes one course in each semester, and that is two courses per academic year. Do we count that student's enrollment as 2 or 1?

If the student is doing a fall and spring semester to complete one level, they should be counted once for 2018-19.

Q: In Appendix C, what do Level 1, Level 2, etc. refer to? Are they corresponding to Year 1, Year 2?

The five levels should equate to the institution's years of instruction offered.

Q: Regarding Appendix C, do "summer courses" include only those offered on campus? Do summer programs elsewhere (e.g. summer study abroad) count?

Summer programs elsewhere count. See the third column on Appendix C.

Q: We are proposing three pathways and each pathway has a number of options. How can we fill out Appendix C proficiency targets, courses, and enrollment?

Appendix C is the plan for how the applicant will match proficiency goals with course sequence as students move from beginner to proficient. It should detail the many pathways for students to achieve proficiency.

Q: Are the proficiency targets in Appendix C for all target language classes at the university or just the Flagship classes?

Appendix C asks for Proficiency Targets, Courses and Enrollments for the institution. If the applicant wants to differentiate Flagship within the charts, this would be acceptable.

Q: Should we include Flagship Summer 2018 post-program scores in Appendix D?

If the summer program is part of the course trajectory for the program's students, yes. The applicant should make it clear under "course" what the program is.

Q: For Appendix D, do we use our internal assessment outcomes for 2018-2019 since we are a newly proposed program and do not have any participating students yet?

Yes. Please include whatever assessments are currently used for the undergraduate language program.

Q: For Appendix D, should all Flagship tests as well as any applicable university class assessments be listed?

Applicants should include whatever assessments are used to benchmark students. This can include grant-funded assessments as well as additional ones that are benchmarked to ACTFL/ILR proficiency scales that the program / university uses.

Q: Is Appendix E for new programs or existing programs?

Appendix E is intended for all proposals.

Q: Under Proposal Content, the RFP titles Appendix E as "2020-2024 Flagship Outcomes and Activities Template" but on the template itself it states, "complete a template for the first grant year only, 2020-2021". Which is correct?

The correct dates are 2020-2021.

Q: For Appendix F do we include names and titles only of key individuals or are brief descriptions of roles also expected?

Appendix F is a list only. In Appendix H applicants should include either CVs or mini-bios depending on the position.

Q: For Appendix H, should we include just leading and other key individuals on the proposed personnel budget? Should we also include more broadly everyone else as part of the leadership structure (e.g. Dean, Department Head) who are not on the personnel budget?

This appendix is asking for those who are providing vision and leading the program day-to-day, as well as those in roles administratively and academically key to the award. If the Department Head and Dean are best described as reporting lines only, there is no need to include them in Appendix H.

Q: Our summer program is a fundamental part of our language program. Where is the appropriate place to include information on this?

This should be included in the narrative for the domestic application, especially if it is part of the language progression pathway for the program's students. In addition, the applicant may want to include related information in the appropriate appendices.

Q: The proposal speaks of possible "higher funding, up to \$375,000 per Project Year." How can a proposal can make the best case for this?

This would be difficult for a new university in the first year. The program needs over 60 students registered in the Student Certification System and have a good track record of getting students into the Capstone program.

Q: Can we include additional information in the appendices besides the appendices requested?

No, do not add additional information within the appendices beyond what is requested. Any additional information may be included within the proposal narrative.

Q: For Chinese, is enrollment is also needed for 2018-2019?

Yes, it is needed for all languages.

Q: For the domestic and overseas quantitative measures, do we need to provide data to include all years of activity?

The quantitative data requested in the Appendices ask for 2018-19 only. If applicants would like to provide additional quantitative data, this should be included in the proposal narrative. Additional materials and appendices will not be reviewed as part of a submitted proposal.

Q: Can we look at past successful applications?

No, past successful applications are not available for review.

PROGRAMMING - GENERAL (APPLICABLE TO ALL LANGUAGES)

Q: Are the different Flagship languages given different priority levels? Would one language be more likely to receive funding than another?

All languages advertised are important. There are larger programs in Arabic, Chinese, and Russian but funding is based on assessed needs discussed with federal stakeholders. Please see each RFP for estimates of how many programs will be funded within each language.

Q: Are you looking for description of student pathways that are based on specific majors or rather their progression through the program with corresponding proficiency levels (first year, second year, etc.)?

The number of pathways available to students of different majors should be clear. Questions that applicants should consider include: Is it possible for students to do both? How do the pathways show progression of 0 to ILR 2 in 2-5 years? How does the program account for if a student begins the program later? How is the program using the advanced language curriculum for science or social science students to express themselves in that discipline in that core language?

Q: How do summer programs fit into the overall application?

Summer programs allow there to be multiple pathways to reach ILR 2, as well as provide cultural knowledge.

Q: Can you please expand on the consortia model? How do you envision the collaboration in general?

In a viable consortia model, there would be one clear lead institution that is responsible for the overall management and coordination of the program. The lead school could then partner with other schools that have the ability provide a basis in the language. Students could then take more advanced or specialized courses that would be developed through Flagship. It's possible that institutions could share instruction depending on proximity or use of educational technology.

Q: Could a consortia model include a partnership with an agency (private or governmental)?

This is not typically possible. Some portions of the program might be able to include a partnership with an NGO, but this would have to be reviewed individually.

Q: Is there potential of a 4-year/community college partnership for a consortia model? Would one 4-year institution be the lead applicant with the community college as a sub-applicant?

The program is open to having a community college more officially instituted in a partnership with the lead 4-year institution. If there is a specific arrangement that is more formally organized this is welcome to be reviewed. The lead institution would need to have the capability to offer all levels of language learning.

Q: For consortia models, could a Flagship program be established at one school but open to students from the same state system or neighboring private institutions? Or should language classes be offered at both locations?

This is dependent on the ability of the lead institution to offer online courses across campuses. Physical proximity of campuses is key in the current consortia models. It is logical to leverage existing partnerships and resources but geography should also be considered.

Q: Could you give more explanation on "institutional commitment"?

Flagship grants supplement and add to existing infrastructure at a university. Programs typically cover costs of instruction themselves so that Flagship dollars can be used for additional components. Support demonstrated through robustly funded core instruction, key faculty or staff positions, and scholarships for Flagship students allows for Flagship funding to be used for items such as

dedicated space for offices, lounges, and classrooms. Flagships are a partnership with institutions and institutional support should be evident in proposals.

Q: Do all students who enroll in the Flagship program incur a government service requirement? Or is that only true for students who both enroll in the program and receive some sort of Flagship-funded scholarship?

Flagship students do not have a government service requirement, though many Flagship students are well-qualified for government service. It is highly recommended that Flagship students apply for the Boren Scholarship, which does come with a 1-year service requirement, to partially or fully-fund their Capstone year abroad. There is limited Flagship funding provided each year to programs specifically to provide financial support to students for approved summer intensive study and Capstone year abroad. This funding is separate from the operational funding that is associated with winning a Flagship program. Students who receive this funding from their program do not have a government service requirement. This funding is limited, not guaranteed, and will not cover the full cost of attendance for most programs. For this reason, it is expected that that programs work with their students on identifying additional sources of funding, whether that be Boren, Gilman, institutional scholarships, etc. ROTC students are eligible for additional funding up the full cost of attendance for the approved intensive summer and Capstone programs.

Q: What is the normal length of program for a Flagship student?

This depends on the language level students start with, at what point they started the Flagship program, and perhaps also the difficulty of the language. In addition, different majors and combination of areas of study may require additional time for completion. The program has asked for flexibility with universities that have 4-year completion pushes. There is value to extending to a fifth year of study.

Q: Do most students complete Capstone after their fourth year?

It is common for students to do Capstone as a fifth year, but some are able to complete it earlier. This depends on factors such as whether students come in with language experience, are double/ triple majors, or able to do summer study.

Q: If a student enters the program with proficiency in the language, does he/she have to spend five years in the program?

Students as a rule do not have to spend 5 years in the program. If students meet the entry requirements for the Capstone program at an earlier time and are able to make it fit in their schedule, they are welcome to join earlier and thus finish the program earlier.

Q: Does it matter which organizations we would suggest students use for our pre-Capstone study abroad?

There are regulations regarding summer study abroad programs only if the program would like to use Flagship student support for that program. These regulations include: must be 8 weeks in length, must cover one year's worth of language learning, must be in an approved country, must be approved by the appropriate language Council. This would be a discussion amongst Flagship directors to ensure the quality of the program. If the applicant does not plan to use Flagship student support, then these regulations do not apply.

Q: For institutions with multiple existing programs, are there ways that IIE and DLNSEO recommend these programs collaborate that can be outlined in the proposal?

Proposals from the same university will be stronger if they are coordinated. They should have the same levels of support from the university. There may be some opportunities for sharing in educational technology, coordinating recruitment, and streamlining administrative processes. However, each proposal must be able to stand on its own.

Q: Have Capstone programs been successful in helping students advance from ILR 2 to ILR 3 in their target languages?

Generally, yes. Students who do not make an ILR 3 come out with a 2+. This program forges the way in program design, proficiency assessment, and measurement. It is an art rather than a perfect science, but the program is testing students at very high levels. Domestic programs articulate closely with the overseas Capstone program and they have a very strong foundation from the domestic program. The success is both because of the quality of the domestic and overseas programs.

Q: How do we handle the previous comments from a previous submission?

Every selection panel consists of expert reviewers. All applicants can request feedback from their submission. Applicants are encouraged to show they have responded to or addressed prior reviewer comments in their narrative, as the selection panel may have similar comments if unaddressed.

Q: How important is it that content courses in the target language (other than literature courses) be developed and integrated in the program?

The integration of language into other majors, fields, and contexts are a key component of the Flagship model.

Q: How is attainment of ILR 3 assessed?

Flagship certification is based on The Language Flagship Listening and Reading tests, developed by American Councils for International Education. There is also an official ILR-rated Oral Proficiency Interview for both Flagship and Boren students. Boren - Flagship students also take official government testing such as the Foreign Service Institute and Defense Language Proficiency Test assessments.

Q: How much space is needed for a Flagship program?

There is a large benefit of having a central location, which would include student lounges and gathering spaces, as well as dedicated staff areas for directors, coordinators and key staff.

Q: How will reviewers determine if a program has an adequate amount of institutional support?

Reviewers will pay particular attention to the proposal narrative addressing the Institutional Commitment evaluation criteria and the included letters of support.

Q: If we receive the Flagship grant, can we join other Flagship institutions who already have partners overseas?

Yes, students from awards programs will join the established Capstone year. Directors from all domestic programs will be part of the group that helps collaborate on the curriculum of the overseas program.

Q: Is having a current ROTC Project GO grant enough to constitute a strong existing program? What does a strong existing program look like to you/ the reviewers?

Applicants are encouraged to cite that program in their proposal. However, this RFP is looking for the strength of the core program as the key to a successful proposal. As Project GO is mainly a summer program, applicants should share details regarding specific academic year programming. Please see p. 19 of the RFP, regarding curricular design.

Q: Is it possible that some current programs may be discontinued?

This is a fair and open competition. This is possible based on availability of funding and proposals received.

Q: Is The Language Flagship program compatible with Project Global Officer?

Yes. The Project GO programs are able to train and encourage ROTC students to participate in Flagship and move to Capstone. There are similar philosophies in the goals of serving the country, whether that be civil or military. Many aspects of the Flagship program have already been incorporated into Project GO.

Q: Is the OPIc going to be utilized with Flagship students?

This is something applicants may elect to use in their proposal as they see appropriate, but this will not be used as a formal assessment for capstone selection or Flagship Certification. However, program may use this as part of their domestic assessment program.

Q: Is there a minimum of credits hours for getting a Flagship certificate? Or, can the applicant institution decide this as long as the students reach the expected proficiency level?

The requirement for Flagship Certification is the successful completion of a Flagship domestic program with no minimum credit hour requirement and the successful completion of an Overseas Capstone experience that includes directed language instruction, direct enrollment at an overseas institution, and an internship experience. Students who complete both of these and are able to demonstrate ILR 3 or greater in Speaking and ILR 2+ or higher in both Reading and Listening are eligible for Flagship Certification. Any student demonstrating lower than these proficiency targets is eligible for a Flagship Completion certificate. Students who are only able to complete the domestic portion of the Flagship program are eligible for a Flagship Alumni certificate. The Domestic Flagship programs are not required nor is it recommended that they create a

certificate. That said, some programs do create certificates to recognize the extra work that Flagship students do. Programs would follow their university's procedures to create a certificate program.

Q: Is there a push to utilize certain pedagogical tools such as digital platforms?

It is encouraged that applicants reference the Language Flagship Technology and Innovation Center's materials and approaches. Though Flagship does not mandate uniformity in curriculum, the programs do have shared outcomes and proficiency targets. The Language Flagship supports all innovative methodologies.

Q: Other than making sure our students attain IRL 2, could you direct us with any specific ways to prepare students for the Capstone year? Are there any other ways to articulate with the overseas program?

Preparing students for Capstone year is the heart of The Language Flagship. Once awards are made, regular meetings will be conducted among the Project Directors and Coordinators of the domestic and overseas programs, the overseas administrator, as well as the IIE and NSEP teams to talk about the different issues in terms of preparation and articulation. There are often mutual teacher training activities and site visits. There will be several opportunities to learn about, review, and contribute to the overseas program. In general, for preparation, the students have to be prepared for every aspect: meeting proficiency levels in speaking, reading, and listening and some skills in writing, having some ability to work in fields related to their major in the foreign language, basic understanding of type of language encountered in internships, historical knowledge that locals expect everyone to know, and cultural aspects such as day-to-day interaction, hierarchies, etc. Students should have enough cultural skills to manage homestays or living with local roommates depending on arrangements. Most programs have some social media training to understand the contemporary issues as well. Each program will be working with colleagues to develop what the programs think are necessary for the experience.

Q: Our institution launched online flashcards and we are planning to continue expanding that project. Could the funding be used to support the growth of this project?

Technology projects are discouraged only because there is other funding and grants specifically for technology projects. The Language Flagship Technology

and Innovation Center, hosted at the University of Hawaii at Mānoa, coordinates technology efforts across the Flagship programs. Once funded, programs are encouraged to consult with the Tech Center about products and get a sense from them what resources are available. The goal is to avoid reinventing the wheel on each campus.

Q: We have a small program. If we do decide to put together an application this year how would we capitalize on our strengths to be compelling?

Marshall resources to take accurate account of where the program currently stands. There are low-cost tests that can be used for current students. Then, create a compelling four-year plan. Creating a major might be a main point if it currently does not exist.

Q: We have read that Program Director's travel to overseas Capstone can be covered by the grant. Is it preferred that the Director visit or is it not necessary?

It is not a requirement but is a useful tool, first to get to know the program as the applicant begins to prepare students for attendance, and later as a way to observe, train, and provide feedback. Bringing students to an ILR 3 is a collective effort between the domestic and overseas programs.

Q: What are the assessment measures used for proficiency?

Flagship requires pre and post proficiency testing for all Flagship-approved intensive summer programs and the Capstone program. For Summer and Capstone programs, Flagship dictates and provides the pre and post- testing for those undertaking. Additional benchmark assessments are encouraged to keep track of student progress over the course of their program, and the effectiveness of domestic coursework at attaining class-level proficiency targets. Flagship programs use different assessments depending on goals and preference in addition to unofficial OPIs administered by trained instructors at the institution. Use of these "low-stakes" assessments are determined by the individual program on campus.

Q: What are the expectations for the cultural component? How is cultural competency defined?

The Language Flagship does not have one specific definition of cultural competency, but each of the director groups have discussed what is expected for cultural preparation for the students going overseas. Some general

expectations have been drafted, but there is also the understanding that culture is infused with language teaching. The University of Maryland has materials that have been developed for cultural assessments as part of their Culture Initiative grant. These materials have been made public. There are several cultural assessments out there, but Flagship does not require them. Appropriateness and cultural respect are ingrained in the program and it is important for students to know enough about their host country before they go abroad.

Q: What assessments should we use if we're just getting started?

Assessments are a great way to get a sense of where students currently are. If they're not at the target level, proficiency testing can be used to figure out what needs to be done to make the curriculum stronger. The Defense Language Institute Foreign Language Center has available Online Diagnostic Assessment tests that can give students a sense of where they are in reading and listening skills.

Q: What information should an institution that is re-applying for a Flagship grant include in their proposal to demonstrate the strength of their program?

Applicants should provide requested details regarding past successes in the program. Reviewers of these proposals will be a mix of very experienced professors and administrators, with varying experience within Flagship and NSEP. Do not assume that reviewers will know the specifics about the described program. It is the applicant's job to describe the experience of the Flagship and proposed enhancements to existing programs. The appendices in the RFP regarding student proficiency and enrollments should be filled reflecting the achievements of the program. Proposals and appendices should be clear and easily digestible for the reviewers.

Q: What is the "Language Roadmap"? Is this something we should address in our proposal?

This does not need to be addressed in the application. The Language Roadmaps are a past special initiative for current Flagship programs. The Roadmaps work with institutions, state and local governments, and businesses to chart a strategy for language learning within a state.

Q: What is the Student Certification System?

The Student Certification System (SCS) is a web-based data collection system where Flagship programs register and monitor their student enrollment and capture their coursework, student support and assessment results. It is a requirement that all Flagship students register in SCS.

Q: What type of professional development do you advise for faculty in Flagship program.

Faculty should have awareness of proficiency-based learning and teaching, including proficiency-based scales and the ACTFL Can-Do statements. They should also be well-versed on student-centered teaching, outcomes based education, measurable learning objectives and individualized learning.

Q: Which federal agencies hire Flagship graduates?

Flagship alumni can be found across the federal agencies. The best pathway is through a Boren Scholarship, which can fund the Capstone year. Boren alumni are included in special hiring authorities that allow for easier hiring. To see how many alumni have been hired across the government, please see Appendix C of the NSEP Annual Report, which can be found at <https://www.nsep.gov/content/reports-and-publications>.

Q: Will applications by existing programs be evaluated in the same was as new ones? If so, to what extent?

Yes, this is an open competition and existing Flagships will be evaluated using the same criteria. All applicants are required to demonstrate what their proposed program will do as well as its past record, should it have one.

Q: Will our relationship with a summer program that is not approved for Flagship student support be considered a strength (in that we have developed a successful international partnership through transcribing, supported faculty-led trips, and consistent study abroad activity), or might it detract from our application?

It is difficult to anticipate how reviewers will view this component of the program. If the applicant would like to include a non-approved summer program as part of the trajectory for Flagship students, it is recommended that the proposal is clear on how its inclusion works towards the goals of the Flagship. In what ways does it linguistically and culturally prepare students for the Capstone year?

Q: Will there be another grant competition next year?

This is not anticipated at this time. This competition is typically run every four years but is dependent on assessed needs and availability of funding.

Q: Would you recommend collaboration with another university that already has an experience with the Flagship program?

Applicants many reach out to current Flagships for advice, keeping in mind that they will be completing a competing proposal.

PROGRAMMING - ARABIC

Q: Could a domestic summer program be used to fulfill Moroccan requirement?

This could be a component of student exposure to Moroccan, but it is important for students to have access to resources that allow them to stay in touch with Moroccan before the Capstone year.

Q: Could Moroccan instruction be taken care of during a summer abroad?

As stated in the RFP, students must receive functional training as part of their domestic program. This can be done in a variety of ways, including through classes, online resources, tutoring, and clubs.

Q: Does Levantine count towards the preparation of students for Capstone?

The Language Flagship supports Levantine and other dialect instruction, but the dialects of the overseas program are Egyptian and Moroccan. Exposure to and instruction in these dialects makes for an easier transition to and improves the likelihood of success in the overseas program.

Q: How early should Moroccan Arabic be introduced? Is it necessary that Moroccan be integrated in the classroom or are extracurricular engagements also appropriate?

There is flexibility in how to introduce Moroccan into the Flagship program. Some programs have classes, some provide online resources, and others utilize tutoring and clubs.

Q: We do not currently have instructors whose native language is Moroccan. Would that be a problem?

The Language Flagship has some collaborative approaches for exposure to Moroccan since not every campus is going to have a Moroccan native speaker. Proposals for Arabic should think about the possibility of developing Moroccan instruction as part of the application. If students do not have familiarization with the Moroccan dialect they will have a harder time during Capstone year.

Q: Where does the Arabic Capstone fall on the academic calendar?

The Arabic Capstone is a 12-month program, beginning in summer.

Q: Is there a possibility of moving the Capstone program to Egypt?

Due to the current situation in Egypt and the success of the Morocco program, there is no plan to move the program elsewhere.

PROGRAMMING - PERSIAN

Q: Since the funding available will also be used towards execution of the Capstone year, should grant applications for new programs articulate a plan to establish a Stateside Capstone Program?

Yes. The Persian Flagship Program should be viewed as one award. The "domestic" portion will take place over four years followed by a one-year domestic Capstone program.

PROGRAMMING – PORTUGUESE

Q: How does The Language Flagship views inclusion of other varieties of Portuguese, including African, in the overall domestic program? Would awardees be allowed to apply student support funds to a summer immersion program in Cape Verde or Mozambique, for example?

Summer funding might be possible for Portuguese programs in Africa. All funded Portuguese domestic programs would have to agree on the quality of the program and that it articulates with the Capstone program in Brazil. The Portuguese Directors' Council would need to determine if this would be advantageous for the Flagship program.

Q: Is the overseas application for a site in addition to UFSJ?

There will only be one funded Capstone program for Portuguese. This is an open application, so a new Capstone site may be proposed.

Q: Would programs with a Capstone in Portugal also be eligible for Flagship status?

NSEP does not fund study abroad in Western Europe. Flagship is currently only considering Capstone sites in Brazil.

PROGRAMMING - RUSSIAN

Q: How is functional Kazakh being defined? Is it survival level of language or a higher level of proficiency?

Survival Kazakh level makes sense for day-to-day interactions while abroad. Some familiarization with the language before a summer abroad is preferred and Flagship has some online materials that are being developed. Instruction should be more in-depth before the Capstone year abroad. Students will take one semester of Kazakh while they are over there and can take more if they have an interest. Flagship universities and government partners have made it clear that the integration of Russian and Kazakh is a priority.

Q: Can "functional Kazakh" be taught through a third-party provider, such as American Councils' Salem Kazakhstan online materials? Or does this need to be a free-standing course on our home campus?

There are a number of ways that basic Kazakh can be provided. This could be online, a course at the university, or in partnership with other universities. Students should arrive at Capstone with the same basic knowledge of Kazakh and local culture.

Q: The RFP states "The Russian Flagship Program integrates Kazakh language instruction along with Russian at all stages of instruction." Is the expectation that students will be required to participate in some form of Kazakh instruction at all points in time as they go through the program? Or, is the expectation that the Kazakh language instruction should be available to students at any point as they go through the program, with students enrolling (e.g., in a course, in tutorials) at one or more particular points?

Some form of Kazakh should be available before the first summer study, though this may vary depending on the student. The program should have multiple flexible pathways to accommodate diverse enrollments and all can achieve functional knowledge.

Q: We heard there are Flagship-developed online Kazakh materials that some Flagship programs use. Do you have any information about them that you could point us to?

Here is a link to the Kazakh course that some Russian Flagship programs use: <http://salem.americancouncils.org/login/index.php>. The course description is as follows: "Kazakh language - an interactive course (18 lessons) is created for Russian-speaking students who want to learn Kazakh on the basis of Russian. In this class you'll learn to speak in Kazakh about yourself, your studies, your family about what interests you, and what you like to do. You'll also learn to find your way around a city, order food at a café, buy items in a store, etc. We'll travel together in Kazakhstan and meet interesting people. You'll learn about Kazakhstan's culture, way of life, traditions, food, and holidays."

Q: Could we build in funding for a student trip to Russia over Spring break?

Student funding for study abroad is provided separately as part of an annual process with existing Flagships. Applications should not build any student funding for study abroad into the budget for this award. In addition, it is currently unallowable for students to travel to Russia using funding through The Language Flagship. However, some Flagship students do study abroad in Russia using alternative sources of funding in preparation for their Flagship Capstone year in Kazakhstan. Receiving a Flagship award would not prohibit the continuation of this trip for students, but no Flagship institutional or student support can be used towards it. In addition, Flagship student support cannot be used for short-term (fewer than 8 weeks) programs abroad, or study abroad programs that run during the academic year.

Q: What is the plan for the Russian Flagship overseas program?

It will continue to be hosted at Al-Farabi Kazakh National University (KAZNU) at this time.

Q: Would faculty or staff travel to Russia for site visits to summer programs be eligible for consideration?

No.