



The Power  
of International  
Education

Solicitation Amendment / Modification

1.	Solicitation No.	062323/ET
2.	Solicitation Name	2024-2028 Domestic Undergraduate Flagship Programs
3.	Issue Date	June 23, 2023
4.	Closing Date	October 31, 2023
5.	Solicitation Amendment No.	1
6.	Solicitation Amendment Date	September 5, 2023

7. The above numbered solicitation is amended as set forth in Item 9 below.

8. The hour and dates specified for receipt of proposals/quotations:  is not extended;  is extended as described in Item 9 below.

9. Description of Amendment/Modification:

The purpose of this solicitation amendment is to inform prospective offerors/bidders that the above numbered solicitation is hereby amended to provide responses to questions as follows.

2024-2028 Undergraduate Language Flagship Programs  
For Arabic, Chinese, Korean, Persian, Portuguese and Russian

**RFP Questions and Answers**

**GENERAL**

**Q: Is the goal of this grant cycle to open new domestic Flagship programs to be able to feed students into the already developed international locations, or is it to expand Flagship language options?**

A: The goal is to compete all domestic Flagship programs in the languages specified in the published RFPs. The domestic programs will send students to the already-established Capstone programs. New and incumbent applicants are encouraged to apply.

**Q: Are there any limitations on languages?**

A: The languages being requested are Arabic, Chinese, Korean, Persian, Portuguese, and Russian.

**Q: Does full and open competition mean both new and continuing programs will be competing in this cycle?**



The Power  
of International  
Education

A: Yes. Both new and continuing domestic Flagship program applicants will be competing for 2024-2028 funding.

**Q: Are proposals starting a new program evaluated separately from those that already have a program?**

A: All proposals for the same language are evaluated together in the same panel review.

**Q: How many universities have received a Flagship grant in Portuguese?**

A: Please refer to the [Flagship website](#) to see currently-funded Flagship programs.

**Q: Can you provide the number of applications received per competition?**

A: We cannot give figures on how many applications we receive.

**Q: Can graduate students participate in the domestic program or Capstone experiences?**

A: No. The Language Flagship is a program for undergraduate students. Graduate students can serve as graduate assistants or tutors for the Flagship program.

**Q: Can a student who has cross-enrollment privileges at our university, but who is matriculated at a different university in the city become a participant of our Flagship?**

A: If a student with cross-enrollment privileges at your institution is able to complete all of the Flagship requirements on your campus, they may participate in the Flagship program and receive student support through the grant if your institution is able to support this arrangement. Institutions may propose eligibility for students from specific institutions with cross-enrollment. Applicants should address how support from partner institutions will reduce barriers to Flagship participation or add to the Flagship program.

**Q: Can instructors be reviewers for panels?**

A: Yes, qualified instructors that are not involved with any applicant proposals can be panelists.

**Q: If an institution is not currently Flagship-ready, are there any resources to help build it into one that is?**

A: There are a number of grant programs that have helped as a steppingstone, specifically under Department of Education Title VI through the Undergraduate International Study and Foreign Language program (UISFL). A number of programs that



The Power  
of International  
Education

hosted Project Global Officer summer programs, which are more limited in scope because they are only eight weeks, have leveraged that experience and grown their capacity. Take advantage of anything that may bolster the program including professional development opportunities for faculty.

## **ELIGIBILITY AND COMPETITIVENESS**

**Q: Would two proposals from the same institution be in direct competition with one another, or would they be considered independently?**

A: Two proposals from the same university would not be in direct competition with one another unless they were for the same language. Institutions frequently submit proposals for more than one language; however, each language requires a separate proposal and would be a distinct Flagship program. In the proposal, institutions can refer to other language programs on their campus and describe how they share resources to show collaboration. However, it is possible that one is funded, and one is not.

**Q: Do applicants get a higher chance if they apply for multiple languages?**

A: No. Applications are reviewed individually.

**Q: What if the language program offers a minor but not a major?**

A: Having a major in the language is not a requirement of program. However, Flagship programs must be able to teach the language to the advanced level and offer in-language content courses. Institutions should also be mindful of the enrollment goals of 80 Flagship students, with a goal of 10 students annually qualifying for Capstone.

**Q: Do applicants already need to be producing students with ILR 3 proficiency?**

A: The official goal of the domestic Flagship program is to produce students with ILR 2 proficiency for speaking, reading, listening, and in a number of cases, writing. Students should be well-prepared and positioned to reach ILR 3 after their Capstone year overseas or domestically for Persian and Chinese at the Defense Language Institute (DLI). Any evidence to support students achieving advanced and professional levels should be included in the proposal.

**Q: Is having a Project Global Officer award an advantage for this application?**

A: Special preference is not provided to current NSEP grantees, but the experience of managing Project Global Officer language programs and the expertise developed on



The Power  
of International  
Education

campus, especially relationships with ROTC commanders, can be leveraged in a Flagship proposal.

**Q: Is it possible for two-year colleges to receive a domestic Flagship award?**

A: It would be difficult to design a two-year program that would meet all requirements to qualify for Capstone, but there have been excellent language programs at community colleges and colleges feeding students into the later stages of a Flagship program.

If interested, it is advisable to partner with a larger institution in the target language of interest. Currently many community college students transfer into Flagship and are successful.

While there are currently no formally supported relationships, it is certainly possible that grant funds could be provided for community college partners to strengthen their first couple years of instruction and ties to the Flagship program. This would also reduce tuition costs for students participating in the program and make it possible to reach a more diverse student body.

**PROPOSAL DEVELOPMENT AND SUBMISSION**

**Q: Will webinar slides be posted as a file, and will there be a transcript or recording posted?**

A: Slides are available as a file to The Language Flagship website. However, there will not be a recording or transcript. Another webinar will be held in September for those who are interested in hearing this information again.

**Q: Is this award a research grant, and therefore does it need DoD OHRO Human Subjects approval?**

A: No, this award is not a research grant and not subject to DoD OHRO Human Subjects approval.

**Q: Are past applications open to the public?**

A: Past applications are not available to the public.

**Q: Is the Language Flagship able to review drafts and provide feedback prior to final submissions?**



The Power  
of International  
Education

A: No, this is not possible. However, proposal feedback can be provided after the competition has closed.

**Q: The application is asking for CVs of no more than three pages for each lead individual involved in the program and mini-bios for other key individuals. Who are considered “key individuals,” and does this include high-level administration personnel?**

A: The three-page CV is required for the director of the program, assistant director or other core faculty who will play a major teaching role, as well as others who are instrumental across campus in running the program such as a co-PI from another department or the director of the study abroad office. Mini bios apply to the rest of the staff with a role in the Flagship program.

**Q: Is there any specific format for letters of support?**

A: No specific format is required, but it is recommended that letters are detailed and specific. It is less compelling to reviewers when support letters are similar, identical, or general. More compelling support letters are detailed, specific, and highlight support that is being offered by the college, department or center and clearly benefits the key goals and mission of The Language Flagship.

**Q: Could you elaborate on the Confucius Institute waiver process? Does each institution need to certify that they have not obtained the DoD waiver?**

A: This refers to the presence of Confucius Institutes on campus. Proposals must contain a certification that the campus does not have a Confucius Institute. If the institution has a Confucius Institute, they must certify that they have obtained an approved [waiver](#) from the DoD Office of the Under Secretary of Defense for Research and Engineering Confucius Institute Waiver Program (CIWP) per the provisions of the [2021 National Defense Authorization Act](#).

**Q: Where can the Confucius Institute certification form be found?**

A: It can be found in Appendix J, in the final page of the RFP.

**Q: Does the proposal narrative needs to be double spaced and no more than 25 pages?**

A: This is correct. Full specifications can be found under Section 5: Application Procedures in the RFP.

**Q: Any general tips for incumbent applicants?**



The Power  
of International  
Education

A: It is advised not to assume that the panel reviewers are familiar with previous applicants. Applicants will need to describe the proposed program, and plans for the next four years. Successful proposals of current grantees will demonstrate impact value concisely. Have the proposal reviewed multiple times by multiple people to ensure the proposal is clear and addresses the guidelines in a way that helps official reviewers understand how the criteria are addressed. This advice is the same for all applicants: remember to make everything clear for expert reviewers who may not be familiar with the history of your specific program.

**Q: What advice is there for reapplicants who were not previously successful/funded?**

A: Look at the feedback that was previously provided. Prior applicants are encouraged to reapply this cycle and should demonstrate ways in which the program has developed to incorporate previous suggestions. Every year, every competition, and every set of review panels is different. All are encouraged to apply.

**Q: Are there any features of proposals that are often underdeveloped?**

A: Often the challenge is less about areas that are underdeveloped and more about a proposal being harder to follow for external reviewers. Reviewers will not know the strengths of each program, so applicants should work to make it easy for reviewers to follow.

**Q: Are there previous Flagship models that can be referenced?**

A: There is a lot of information available from individual programs, from [the Flagship website](#), and a wealth of research published on Flagship practice and principles including an edited volume and numerous articles. Prospective applicants can find information on these research topics or follow the current Flagship grantees who have been publishing this information. In addition, applicants may review [the National Security Education Program Annual Reports](#).

**Q: Beyond funding faculty and instructional lines, are there other criteria for additional institutional support?**

A: Other typical examples of institutional support that are seen beyond funding for faculty and instructional lines are course releases, covering time for senior level administrators involved in the project, making space available for programs, and providing for high financial need students. Direct student funding available from Flagship is limited and students will need to plan to cover some of these costs. In addition, sometimes programs



The Power  
of International  
Education

guarantee funding for graduate students who can serve as teaching assistants, assistant instructors, or tutors within the program.

**Q: Please elaborate a little more on what level of institutional commitment is required. For example, must the institution commit to hire a full-time faculty line?**

A: Institutional support can be demonstrated with a clear commitment to the Flagship program through alignment with the institution's long-term mission, provided financial support of proposed Flagship efforts that allow for program sustainment over time, the identification of additional university and external funding sources for student scholarships, and the provision of physical space, facilities and technological support. The hiring of a full-time faculty line is an example of this, but is not required.

**Q: Please provide more details about the spatial requirements? Would limited space significantly weaken an application?**

A: A successful Flagship typically has dedicated space for key staff offices, tutoring, and additional space for students to gather. Physical space is included under the evaluation criteria for Institutional Commitment.

**Q: How important is describing the space where the Flagship will be?**

A: Space is an important issue for all Flagship campuses. It is recommended to describe the facilities for administrative staff and faculty, as well as for tutoring, and student lounges for students working together.

**Q: What are the enrollment expectations?**

A: The recruitment goal for each program is to enroll 80 students across four program years and then is able to qualify 10+ students into Capstone each year.

It is understood that there will be some ramp up time if a program is new to Flagship and it is not required to hit the ground running with 80 students. There is an understanding that universities recruit in cohorts and might be adding 20-30 students each year to achieve the ultimate goal of total 80 enrolled.

**Q: Could you provide examples of student retention?**

A: Strategies to retain students are many and varied. One example is that programs have worked to strengthen advising and support for students so that it is comprehensive, and students can be given holistic advice and support in language learning, study abroad, and financial aid, all in one.



The Power  
of International  
Education

Another retention strategy institutions have employed is focusing on community building. An advantage of having a dedicated Flagship space and/or Flagship student lounge is to have lively activities and events, providing mentors within the program, and providing opportunities for students to receive support directly from faculty and staff. These are some of the things that Flagship students report as helping them persist and are strategies that institutions successfully employ.

## **GRANTS ADMINISTRATION AND BUDGET**

### **Q: Is F&A limited?**

A: The Department of Defense does not ask for reduced F&A, but can accept it. There is no published maximum F&A rate that must be included as part of the proposal. However, institutions are asked to demonstrate institutional support, such as ensuring there is space, faculty lines, and financial assistance for high-need students. Reduced F&A is one of the ways that institutions have helped support the program in the past, but it is not required.

### **Q: Are there limitations or parameters for indirect costs? Are indirect costs generally finalized during the budget negotiations?**

A: Indirect cost rates are fixed under each institutions NICRA. DoD grant programs do not set the rates or negotiate on indirect cost rates.

### **Q: What diagnostic testing is paid for by NSEP directly and thus would not be included in the proposal budget?**

A: The standard diagnostic test paid directly by NSEP that does not need to be included in the individual domestic Flagship budgets are the pre- and post-Capstone testing. These include the scores necessary to qualify students into the Capstone program, usually at the end of the domestic Flagship, and at the end of the Capstone program.

Placement or benchmark testing as a way to monitor students' progress, including pre- and post-intensive summer programming in particular, should be included in the budget.

### **Q: How many days and nights should be budgeted for the September 2024 Onboarding Meeting?**

A: Applicants should budget for two full meeting days and the corresponding nights needed for participation.





The Power  
of International  
Education

**Q: Does the higher level of annual funding stated in the RFP require both higher enrollment and success in qualifying students for Capstone, or is one sufficient?**

A: Programs must both demonstrate an enrollment of 60+ Flagship students and a successful track record of qualifying students for Capstone to receive up to \$375,000 in annual funding.

**Q: Can the funding be used to evaluate the effectiveness of certain pedagogical approaches?**

A: Assessment funding is limited to benchmark student proficiency levels at different points in the program. Proficiency goals for each level of instruction should be clear, and therefore student proficiency assessment will naturally indicate the effectiveness of pedagogical approaches in practice.

**Q: Can we use Flagship funding to hire language instructors?**

A: Yes, this is an approved expense.

**Q: Would the position of a Flagship coordinator for recruitment be an acceptable item on the budget?**

A: Yes. The Flagship program takes a significant amount of staffing, for language but also for administration, recruitment and retention. There is a limit of no more than two full time administrative positions, but most have two full time positions.

**Q: Could a proposal include hiring of a full-time language instructor who will teach for the Flagship program as well as other related staff members (coordinator, etc.)?**

A: Hiring language instructors is allowable. Hiring up to two full-time administrative staff (200% LOE total) is also allowable.

## **STAFFING**

**Q: Please elaborate on the requirement that tenure track faculty should serve as Flagship director. Does it pose an issue if an institution has a non-tenure teaching professor track for language faculty?**

A: The requirement for a tenure track position ensures that there is a long-term, sustainable, high-level leader at the helm of the program. If the institution has a parallel type of tenure system for the professional teaching track, and it is a secured long-term



The Power  
of International  
Education

position with leadership, this is acceptable. The director provides oversight and represents the program to every level of administration, so this is typically the role of a tenured or tenure track faculty member. Senior lecturers or other non-tenure track faculty who oversee language instruction may serve as an associate or academic director.

**Q: I will be up for promotion and tenure next year. Should I wait until the next round to apply?**

A: Proposed directors that are not yet tenured do not need to wait to apply. However, it is important that the Flagship director is in a secure leadership level position at the university. A co-PI would be beneficial until tenure is secured.

**Q: Does the Director of the Program need to have U.S. citizenship?**

A: No. However, visa sponsorship cannot be charged to the award.

**Q: How many full-time language teaching staff is the bare minimum for establishing a Flagship program?**

A: Instruction in the Flagship program is offered at all levels from beginner to advanced, so it is difficult to determine an exact number of teaching staff needed. However, Flagship programs typically have instruction at all four levels, sometimes five due to content courses.

The program must also anticipate enrollment. The goal for each Flagship program will be enrolling 80 students (across all the levels) over the grant period. It is understood that there will be some ramp up time if a program is new to Flagship and it is not required to hit the ground running with 80 students. There is an understanding that universities recruit in cohorts and might be adding 20-30 students each year to achieve the ultimate goal of total 80 enrolled.

**Q: Could you provide more information about the instructional human resources support necessary to run a Flagship program?**

A: There is no requirement regarding the number, rank, or status of language instructors needed to teach in a Flagship programs. Applicants will need to demonstrate the capacity to teach language and content courses through the advanced level, incorporate domain-training, as well as implement a tutoring program.

**Q: Are full-time language faculty in the target language required?**

A: While there is no status or rank requirement for Flagship language faculty, it would be difficult to run a Flagship program without full-time language faculty.



The Power  
of International  
Education

## **CAPSTONE YEAR**

### **Q: How does Capstone differ from the regular Flagship program?**

A: Capstone is separate from the domestic Flagship; it can be administered by a different institution. The Capstone program provides students with a yearlong immersive experience in the target language, where they take intensive language classes, study their major of choice at a university, and intern in their chosen field. The domestic Flagship program prepares students for Capstone by helping them reach an ILR 2, which is a requirement for Capstone. Through participation in Capstone, Flagships students should achieve an ILR 3.

### **Q: Does Capstone take place before or after graduation from the home institution or either?**

A: All students who participate in Capstone and any part of the Flagship program must be matriculated undergraduate students at their home institution.

Students often finish most or all degree requirements before Capstone because it is often completed in their fourth or fifth year. They cannot officially graduate before participating in the Capstone year. Some institutions let students walk in a graduation ceremony before Capstone year, but they still need to be matriculated undergraduate students throughout the Capstone program.

### **Q: Are there any pathways towards employment in the U.S. government after completing the Capstone program for students?**

A: Many Flagship students apply for and receive a Boren Scholarship to fund their Capstone year. Boren Scholarships provide a direct pathway to employment in the U.S. federal government following graduation through special hiring authorities. Flagship students who do not receive a Boren Scholarship do not have special hiring authorities, but are often still an excellent fit for federal service.

### **Q: In what country is the Chinese Capstone?**

A: The Chinese Capstone program is conducted overseas in Taiwan or in a special initiative for Boren Flagship students at the Defense Language Institute in Monterey, California. Students may choose to apply to either program.

### **Q: What is calendar for the Capstone experience? When do students arrive on site and when do they finish their second semester?**



The Power  
of International  
Education

A: Academic calendars vary by Capstone program. Information regarding the Capstone experience, including links to program websites, is included in each RFP.

**Q: What is student visa status during Capstone, specifically with regards to their enrollment, graduation status, and graduate/undergraduate status?**

A: Flagship students are required to be on a student visa (or comparable category) while on the Capstone program. The Capstone program will assist them in arranging for their visas. Students must be matriculated undergraduate students at their home institution for the duration of the Capstone program. They must not have graduated before participating in Capstone.

**Q: Could you provide clarification about the open competition for the Capstone program?**

A: Similar to the current competition process for The Language Flagship domestic program, there will be an open competition for the Capstone programs in a subsequent year. The current competition is only for the domestic program.

**Q: If Capstone is not included in the application materials, should the Capstone experience be ignored in the proposals?**

A: No. The Capstone program is a critical part of the Flagship experience. Domestic Flagship programs must articulate into the Capstone program, and therefore successful proposals will consider the Capstone experience and proficiency requirements.

## **CURRICULUM**

**Q: Does each Russian Flagship program need to develop their own Kazakh language materials?**

A: There is an expectation that students will be able to communicate in the Kazakh language, such as communicating with their host families abroad. Each applicant should describe how students will meet the minimum requirement. Each institution has different resources and should capitalize on those resources to make a strong case for how their domestic program will also include functional Kazakh preparation as part of their Russian Flagship program. In addition, the Flagship-developed course, [Salem Kazakhstan](#), is available to Flagship institutions and students may use this course to satisfy this requirement. Applicants may request access to this course through the provided link.



The Power  
of International  
Education

**Q: What constitutes functional Kazakh preparation?**

A: Functional Kazakh includes the ability to have basic conversations with people, for example greetings, exchanges, minor negotiations and shopping. The requirement can be satisfied by completion of [Salem Kazakhstan](#) modules. Institutions are encouraged to provide in-person instruction if available on their campus.

**Q: Is there an ILR target level of Kazakh for Russian Flagship students?**

A: No. Russian Flagship students must enter the Capstone program with functional Kazakh, and will continue their Kazakh study during Capstone year. The goal is to set students up for success for living for an academic year in Kazakhstan.

**Q: Do students need to be familiar with the Arabic dialects mentioned in the RFP, or should they be able to use it?**

A: Students should be able to use the dialect for day-to-day conversations with people in the Levant or Egypt, as well as in Morocco.

**Q: Do existing programs integrate online course offerings? Is there an expectation for language coursework to take place primarily in person?**

A: This has been shifting over the last few years, but Flagship is currently looking at the best ways to apply existing educational technology in support of language learning. Applicants can refer to the Language Flagship Technology Innovation Center at the University of Hawai'i at Mānoa to see what kind of programming Flagship supports.

In terms of in person, online, and hybrid programming, it is still unclear what mix is best and what allows for the best outreach and flexibility.

For overseas programs that were implemented online, it was found that dedicated students who persisted did very well in language proficiency testing, but there were sociolinguistic nuances they did not pick up while online. It is up to the applicant to justify the mix of online, hybrid, and in-person instruction and to find the right balance.

**Q: Can the curriculum include 100% online courses?**

A: Language Flagship programs were conducted 100% online as necessary during the COVID-19 pandemic. As conditions allowed, the Language Flagship programs resumed in-person instruction or a mix of in-person and online courses. It is recommended that programs include significant in-person on-campus instruction and co-curricular activities



The Power  
of International  
Education

to best prepare students linguistically and culturally for the in-person overseas Capstone program.

**Q: Regarding cultural preparation, the RFP mentions the availability of key literature, history, politics, and media courses in preparation for Capstone. Does work need to be done in the target language?**

A: Capstone students are expected to take literature, media, and history courses in the target language in preparation for Capstone. Though it may be helpful to take a historical survey or political science course in English as offered in departments across the university, the focus is on students who are able to engage in this kind of discussion in the target language.

**Q: Is it a requirement that content subjects (e.g., history, culture, literature, etc.) taught in the target language are included in the curriculum design?**

A: Key literature, history, politics, and media courses should be integrated into the curriculum. Cultural instruction and exposure to culture should be integrated into the curriculum design. In addition, domain-specific language learning should be incorporated, which may include language for special purposes courses, content-based instruction in the specific domain, work with language partners or tutors specializing in the domain, or experiential learning.

Institutions do not need to currently offer domain-specific coursework for all possible domains, but should indicate flexibility and creativity in offering coursework for students in a variety of majors.

**Q: The RFP states that prospective programs need to offer target language training in the disciplinary domains of the participating students. How is this feasible given the diversity of student majors represented in a given program?**

A: Domain-specific language learning may be achieved in different ways depending on the population and needs of the individual program. Options include language for special purposes courses, content-based instruction in the specific domain, work with language partners or tutors specializing in the domain, or experiential learning.

**Q: How can students at an ILR 2 proficiency level fully benefit from content courses taught in the target language?**

A: Content-based instructional models share the following characteristics: they are based on a subject-matter core, they use authentic language and texts, and they are



The Power  
of International  
Education

appropriate to the needs of specific groups of students. With these considerations, students learn language more successfully when they use the language as a means of acquiring information, rather than as an end in itself. Courses should be designed with appropriate scaffolding to allow for impactful content taught in-language. Content courses in the Flagship program are preparing students for their Capstone direct enrollment and internship experiences. They not only teach content, but introduce vocabulary and language styles.

**Q: Can Flagship students complete their upper-level language instruction at an overseas institution?**

A: Flagship students may complete upper-level language instruction at an overseas institution. It is up to the individual program to determine whether the overseas instruction fulfills a specific Flagship course requirement for a course provided on campus.

**Q: Any suggestions on how to prepare students for Capstone at a community college?**

A: There have been excellent language programs at community colleges and colleges feeding students into later stages of a Flagship program. Those programs should work to integrate foreign language curriculum (all four modalities) to ensure a smooth transition to language courses at the Flagship program. Institutions may propose eligibility for students from specific institutions with transfer agreements or cross-enrollment. Applicants should address how support from partner institutions will reduce barriers to Flagship participation or add to the Flagship program.

## **STUDENT FUNDING**

**Q: Please provide more information about Flagship student support funding.**

A: The Language Flagship domestic grants may offer limited Flagship student support for approved intensive domestic and overseas summer programs, or for the Capstone year. Language Flagship grant funding does not support tuition or expenses of the regular academic year undergraduate education. Flagship institutions are encouraged to leverage other sources of funding (e.g., FLAS, institutional funds) and advise students on scholarship opportunities such as Boren, Gilman, and the Critical Language Scholarship.

**Q: There is no line for student costs in the budget. Where is this included and what kind of costs can be included? Should student support be addressed at all in the application?**





The Power  
of International  
Education

A: Flagship operational grants cover a range of different activities, and many of these benefit students. Examples of activities frequently seen in Flagship budgets that directly benefit students include paying for tutors, language partners, diagnostic language testing, cultural activities, and a limited \$3,000 per year for professional development activities. Operational budgets do include room for and allow all kinds of interventions that are specifically language and culture based for students to improve their language.

Operational budgets do not include direct student support or scholarships. Flagship student support is awarded separately in a separate process with existing grantees. Once universities have gained Flagship status, program staff will work with them to estimate the amount of student support to request, with clear and detailed criteria on funding caps and how to award those scholarships. These funds are targeted for summers (domestic and overseas) and Capstone. Scholarship funds cannot be awarded for the academic year. Flagship institutions are encouraged to leverage other sources of funding (e.g., FLAS, institutional funds) and advise students on scholarship opportunities such as Boren, Gilman, and the Critical Language Scholarship.

**Q: Could you provide clarification about student support funding, including eligibility, amount, and what can be supported with the funding, etc.?**

A: Individual students have maximum funding they can receive. Currently, it is \$3,500 for an intensive summer domestic program, \$7,000 for an intensive summer overseas program, and \$15,000 for Capstone year. For each individual student, allowable student support funding is no more than \$20,000 over their lifetime in Flagship. Please keep in mind, Flagship student support is limited and dependent on how much funding is available each year.

**Q: The RFP mentions that up to \$3,000 in funding can be used for student professional development. Are these funds allocated in the program budget or are they part of the student support funds?**

A: These funds are part of the program budget and separate from Flagship student support. Funding typically includes opportunities for students to attend conferences, language competitions, internships that aid language development, and other similar activities. Limited funding is available for these opportunities.

**END OF AMENDMENT**