Request for Proposals (RFP)

To:	**Offerors**
From:	**Institute of International Education, Inc. (IIE)**
Subject:	**Fulbright U.S. Program Virtual Pre-Departure Orientation – Europe & Eurasia**

RFP Issue Date: **September 6, 2023**
Offerors Questions Submission Deadline: **September 20, 2023**
Responses to Offeror's questions: September 26, 2023
Proposal Submission Deadline and RFP Closing Date and Time: October 10, 2023, 11:59 pm Eastern Time
Anticipated decision and Selection of Offeror: **November 17, 2023**
Anticipated Commencement date of work: **February 12, 2024**
Performance Period: **February 12, 2024 – July 31, 2024**

Enclosed is a Request for Proposals (RFP). IIE invites qualified firms and organizations ("Offerors") to submit a best-value proposal for the requested services. The Contract resulting from this award will be a **USG-Funded Subcontractor Agreement** Serving the below mentioned program.

Offerors are encouraged to read this RFP in its entirety (including any and all attachments), paying specific attention to the instructions and requirements included herein. Issuance of this solicitation does not, in any way, obligate the Institute of International Education (IIE) to award a contract, nor will IIE pay for any costs incurred in the preparation and submission of a proposal. The agreement resulting from this RFP will be provided to the most responsive Offeror(s) whose Offer will be the most advantageous to IIE in terms of cost, functionality, and other factors as specified in this RFP.

The required services are described in the "**Statement of Work" in Attachment A**. IIE encourages your organization to indicate its interest in this RFP by submitting a proposal according to the instructions in "**Proposal Preparation Instruction**." Proposals will be evaluated based on the "**Evaluation Criteria**."

All proposals are due by the dates and times stated above. Any proposal received after the required time and date specified for receipt shall be considered late and non-responsive. Late proposals will not be evaluated.

Questions: Any questions are to be submitted **in writing** via email to the email address listed below no later than the above-mentioned date**.** No questions will be entertained if they are received by means other than the specified email address. No oral answers will be provided. Answers to questions IIE deems relevant to this RFP will be published by the above-mentioned date on IIE's website under Subawards and Procurement (https://www.iie.org/Work-With-Us/Subawards-Procurements).

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Proposal Submission: Proposals, including any attachments (limited to 6MB), should be sent electronically in PDF format to: ssalahuddin-shown@iie.org. Be sure to include in the subject line**: Fulbright Virtual Pre-Departure Orientation Proposal – Europe & Eurasia.** IIE will not accept proposals received by fax.

Table of Contents

SECTION 1: BACKGROUND AND PURPOSE

Background: Institute of International Education
The Institute of International Education ("IIE" or the "Institute") is a New York not-for-profit corporation that is among the world's largest and most experienced international education and training organizations. Founded in 1919, IIE promotes educational exchange around the world through a wealth of programs and services including Fellowship and Scholarship Management, Higher Education Institutional Development, Emergency Student and Scholar Assistance, and Leadership Development.

For more than 100 years, IIE has promoted educational exchange around the world. The Institute currently implements more than 200 programs benefiting 40,000 participants from 183 countries. Foremost among these programs is the world-renowned Fulbright Program, which IIE has had the honor to administer on behalf of the U.S. Department of State since the program's inception in 1946. In addition to the U.S. Department of State, program sponsors include: the U.S. Agency for International Development (USAID); World Bank; major philanthropic foundations; private and public corporations; foreign governments; and individuals.

With IIE's global headquarters in New York City, IIE has offices around the world, including offices in the United States (Washington D.C., Chicago, Denver, Houston and San Francisco) and in other countries (China, Egypt, Ethiopia, Hungary, India, Indonesia, Mexico, Russia, Thailand, Ukraine, and Vietnam).

Background: The U.S. Fulbright Program
The Fulbright Program, the flagship international educational exchange program sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA), is designed to increase mutual understanding between the people of the United States and the people of other countries.

The **Fulbright U.S. Student Program** provides grants for individually designed study/research projects or English Teaching Assistant programs. Candidates submit a Statement of Grant Purpose defining activities to take place during one academic year in a participating country outside the U.S.

The **Fulbright U.S. Scholar Program** offers U.S. faculty, administrators and professionals grants to lecture, and/or conduct research in a wide variety of academic and professional fields.

During their grants, Fulbrighters will meet, work, live with, and learn from the people of the host country, sharing daily experiences. Through engagement in the community, the individual will interact with their hosts on a one-to-one basis in an atmosphere of openness, academic integrity, and intellectual freedom, thereby promoting mutual understanding.

Purpose of Request for Proposal
The purpose of this Request for Proposal ("RFP") is to invite qualified organizations to submit a proposal to host a virtual Fulbright Pre-Departure Orientation (PDO) in summer 2024, outlined more fully in Attachment A. The orientation will prepare approximately 137 Fulbright U.S. Student Researchers, English Teaching Assistants, and Fulbright Scholars for their grants in the **Europe and Eurasia region**. The PDO will include approximately 67 recently returned U.S. Fulbright alums, who will assist with orientation sessions.

The Pre-Departure Orientation is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA), as part of its flagship Fulbright Program, and is administered by the Institute of International Education (IIE). The orientation provider is therefore required to comply with the Uniform Guidance at 2 CFR 200 as applicable.

SECTION 2: RFP CONDITIONS

IIE reserves the right to:

- Reject any or all offers and discontinue this RFP process without obligation or liability to any potential Offeror or other party.
- Accept other than the lowest price offered.
- Award a contract on the basis of initial offers received, without discussions or requests for best and final offers.
- Award more than one contract.

Nothing in this RFP is or should be relied on by Offeror as a promise or representation by IIE. IIE does not make any representation or warranty as to the completeness of this RFP or have any liability for any representations (express or implied) contained in, or omissions from, this RFP. This RFP and any replies to any written notifications are transmitted to the Offeror solely for the purposes of the Offeror preparing and submitting a Proposal. Each Offeror shall keep the RFP and its contents confidential and shall return the RFP (without keeping copies) to IIE if the Offeror elects not to submit a proposal, or upon being requested to do so by IIE.

Any information or materials submitted in response to this RFP and/or as a proposal (whether successful or unsuccessful) shall become the property of IIE and will not be returned.

In submitting a proposal, you must agree that your offer shall remain firm for a period of no less than **120** days from the RFP closing date.

Failure to follow the specifications and requirements provided in this RFP may result in disqualification.

The successful Offeror will be obligated to enter into an agreement containing the same or substantially similar terms and conditions found at: **https://www.iie.org/Work-With-Us/Subawards-Procurements/Solicitations-for-Goods-and-Services.** The terms and conditions may be changed, added to, deleted or modified by IIE prior to awarding the agreement. Other terms and conditions may be negotiated between IIE and the successful Offeror, at IIE's discretion. State Universities and Agencies should not expect or ask IIE to modify its Terms and Conditions to incorporate any State Regulations or Statutes.

SECTION 3: PROPOSAL PREPARATION INSTRUCTIONS

Proposals are expected to be comprehensive and include the information set forth below. Offerors are also invited to send any additional information or supplemental material they believe will aid IIE in properly evaluating their service offerings. Please be sure to respond to each of the elements requested and frame your answers in direct response to the information being sought.

Include only your own work and no text copied from sources outside of your organization unless those sources are adequately cited and credited. In order to be qualified for this RFP, all Offerors are requested to provide the following information, and format their proposal as follows:

1. **Letter of transmittal, one page**

2. **Basic information, one page**

   - Legal name, registered address, and "Remit to" mailing address, if different from registered address
   - Name of authorized representative for this RFP, with telephone number(s), and e-mail address
   - General information about your organization and the services it offers

3. **Qualifications and Capabilities**
   - Brief description of the organization/entity and experience in the field that illustrates overall services and capabilities to meet the terms of the RFP
   - Years of relevant experience
   - Description of resources (personnel) supporting the development of the Pre-Departure Orientation
   - Any plans to outsource/subcontract the services or any part thereof
   - How many events Offeror will be hosting in the same time frame as the PDO, to demonstrate capacity to achieve the statement of work.

4. Past Performance and Experience

Document and summarize your proven track record of successfully implementing similar activities. Using the table format provided below, please list only the relevant projects you implemented within the past three years, a brief description of how each is relevant to the scope of the RFP, and the contact details for each previous client or donor. You may also include recommendation/appreciation letters and certificates.

#	(a) Name of Organization	(b) Activity Title	(c) Locations of activity	(d) Synopsis of the activity and relevance to this RFP	(e) Performance period (date and duration)	(f) Cost for the activity	(g) Name & Contact Info (E-mail **and** phone)
1							
2							
3							

5. Implementation of the Statement of Work (10 pages maximum, not including CVs)

Considering the Statement of Work in **Attachment A**, please describe in detail the following:

I. Program Design
    a. Availability for synchronous PDO delivery in June or July of 2024. Please list all dates possible in MM/DD/YYYY – MM/DD/YYYY format.
    b. Agenda with detailed description of the proposed sessions, outlining how the session will achieve its objectives and contribute to the goals of the PDO, including but not limited to proposed discussion topics, activities, and how Fulbright alums will be incorporated.
    c. List of corresponding speaker biographies and rationale for their inclusion in the session.
    d. Links or descriptions of any supplemental materials that will be provided to the participants.

II. Staffing Plan
    a. The CVs (including name, contact information, education, experience, and expertise) and a brief biography of both the regional content facilitator and the primary logistical contact.
    b. A description of your staffing plan for this activity and a general overview of the expertise of the individuals included. Include a list of your proposed staff in the following format:
        Name:
        Proposed position on your team:
        Summary of relevant expertise and experience:

III. Implementation and Logistics
    a. The steps, in chronological order with dates of start and completion, that you will take to carry out the work, including the planning process, virtual delivery, and logistics. Make sure to describe any innovative approaches or additional technology you plan to use.
    b. Methodology for implementation and reasoning behind the methodology chosen.
    c. Quality control plan including:
        i. A description of internal review procedures that facilitate high-quality standards, and
        ii. How quality control will be managed when completing multiple projects for multiple clients.

Exceptions to the RFP and/or additional or different ideas than that in the statement of work and other requirements should be expressly noted.

6. Cost Proposal

I. Submit a detailed cost proposal, in U.S. dollars, in the recommended format shown in **Attachment B**, including total cost proposed.

II. Include any additional cost items that the Offeror wishes to propose, including total cost proposed for additional items.

SECTION 4: TERMS OF PAYMENT

Payment terms for the award shall be approximately net thirty (30) days after satisfactory completion of each deliverable or milestone agreed upon and established in the resulting agreement. Payment shall be made by the Institute of International Education ("IIE") via check or electronic funds transfer/bank wire. The final payment terms in the contract will control, not this RFP. No advance payments will be provided.

SECTION 5: EVALUATION OF PROPOSALS

Item	Description of Evaluation Criterium	Points
1) Program Design	Assessment of proposed approach to completing the scope of work, including achievement of learning objectives, proposed activities, incorporation of alums, and opportunities for networking.	15 points
2) Staffing	Assessment of the Offeror's capacity to complete the scope of work, including successful past implementations of similar programs. Assessment of staffing plan for this activity and expertise of the individuals included.	15 points
3) Implementation and Logistics	Assessment of logical program development in the agenda, as evidenced in the submission materials, with realistic pace and varied session format and use of available resources.	15 points
4) Cost Proposal	Overall costs proposed must be realistic for the work performed, reflect a correct understanding of the project requirements, and be consistent with the Offeror's technical proposal. As selection will be based on best overall value and not necessarily the lowest overall cost, higher scores will be awarded to proposals with cost proposals that are reasonable for the high level expected of a flagship exchange program like Fulbright.	15 points
	Total	60 points

SECTION 6: ANNUAL RENEWAL:

Annual Renewal: Selection(s) may be renewed annually, at IIE's sole discretion, for up to five years before re-competition. IIE reserves the right to exercise any one of the following options:

− Accept the updated proposal if changes are reasonable and within the scope of the original selection;
− Negotiate any updates/changes; or,
− Decide not to renew.

ATTACHMENT A - STATEMENT OF WORK

The selected organization will plan and host a virtual Fulbright Pre-Departure Orientation (PDO)
for approximately 137 recently selected U.S. Fulbright grantees including Student Researchers, English Teaching
Assistants (ETAs), and Scholars in June/July. The orientation will consist of asynchronous content, to be delivered
via IIE's CVENT account, and a four-day agenda of synchronous sessions, to be delivered via Zoom.

The orientation will offer grantees practical information about living, teaching, and conducting research in the
destination region and provide administrative details related to their Fulbright grant. Several dedicated ETA
sessions with specific regional focus will be held in addition to the general PDO sessions.

Audience
The Pre-Departure Orientation is designed to benefit approximately 137 outgoing Fulbright participants who will
spend their Fulbright grant in Europe & Eurasia (see Section IV for a list of eligible program locations), including:

> 30 U.S. Fulbright Student Researchers
> 59 Fulbright English Teaching Assistants
> 48 U.S. Fulbright Scholars

Approximately 67 U.S. Fulbright alums, identified by IIE, will serve as presenters for various sessions and function as
mentors for the outgoing cohort. This number will include approximately 21 Scholar alums 19 Student alums, and
27 ETA alums.

The total estimated number of attendees, including all outgoing grantees and alums, is 204.
All Fulbright grantees are chosen through a competitive selection process. As such, orientation facilitators, speakers,
and staff should be prepared for a sophisticated audience with a range of professional and academic
experience. Knowledge of the region in which participants will be on-grant will vary from novice to advanced; region-
specific presentations should therefore cater to these different levels of understanding.

Objectives of the PDO
The orientation will provide a forum in which grantees:

- **Appreciate the global nature of the Fulbright program and solidify a Fulbright identity.** The
  orientation may be the participants' first introduction to the Fulbright community where
  participants meet fellow Fulbright grantees, Fulbright alums, and staff from the U.S. Department of
  State, U.S. Embassies, and cooperating agencies. There should also be ample opportunities for grantees to
  build sustainable and relevant networks with each other, both personally and professionally.
- **Learn how to identify and anticipate cultural differences, including how their individual identities will
  impact their exchange experience.** These identities include, but are not limited to, a participant's gender,
  race/ethnicity, sexual orientation, gender expression, age, religion, or disability.
- **Discuss strategies for maintaining mental health as well as physical well-being and safety**, including
  when confronted with harassment, discrimination, physical and sexual assault, terrorism, natural
  disasters, or medical emergencies.
- **Learn about or increase their knowledge of their host country's culture, history, current affairs, and
  useful logistical information regarding living in the host country.**
- **Gain knowledge about the Fulbright community and resources.** The
  orientation should introduce various ways to network with fellow Fulbrighters and to utilize the Fulbright
  network and resources while grantees are abroad and after their return.
- **Develop skills that will contribute to their success during their Fulbright grants and as future leaders.**

Sessions for English Teaching Assistants have additional objectives. ETAs will:

- Understand their role as an ETA in the school and community;
- Recognize the variety of education structures, systems, and classroom cultures in their host country;
- Learn successful and location-specific strategies from ETA alums and where to find online English
  language teaching resources, including those provided by the Department of State's Office of English
  Language Programs; and
- Understand the importance of media literacy and critical thinking skills in the classroom.

The selected organization will:

1. Plan and implement a U.S. Fulbright Virtual Pre-Departure Orientation (PDO) for newly awarded Fulbright grantees in regular communication with IIE and the Bureau of Educational and Cultural Affairs (ECA) at the U.S. Department of State, the program sponsor.
2. Include the required synchronous sessions in the Required Sessions for Pre-Departure Orientation section With the following considerations:
   a. All sessions indicated as required must be presented to all grantees and should not be concurrent with elective sessions.
   b. Sessions must be delivered primarily in a synchronous format over the course of 4 days;
   c. Sessions must prepare participants for a successful experience in the region, paying special attention to topics of diversity abroad, identity, health and well-being, safety and security, and incorporate content that reflect cultural aspects of the region where possible.
   d. ECA reserves the right to add and/or remove sessions based on their needs.
   e. All orientation activities and speakers must be approved by ECA prior to implementation.
   f. ECA and IIE may opt to conduct briefings with selected speakers to provide further programmatic insight or context.
   g. IIE will communicate to the selected organization of any requested session changes, if applicable.
3. Use CVENT pages to provide written content that complements the live sessions;
4. Incorporate best practices for virtual gatherings; including, but not limited to, attention to session time, adequate breaks, use of interactive elements, and breakout rooms. Sessions should be as interactive as possible and elicit grantee participation in a virtual setting.
5. Integrate U.S. Fulbright alums as presenters for various sessions and provide opportunities for knowledge sharing between alums and the incoming cohort of U.S. Fulbright grantees. Alums will serve as a resource for new grantees and assist the sessions facilitators in planning and executing activities. Subcontractor will incorporate approximately:
   a. 21 Scholar alums;
   b. 19 Student Researcher alums; and
   c. 27 ETA alums
6. Select a content facilitator or co-facilitators with regional expertise to assist with preparing sessions. The content facilitator will:
   a. Have significant regional expertise
   b. Consult with orientation speakers on regional content and assist with tailoring subject matter to the region
   c. Review session outlines and content materials for regional relevance before submitting to IIE
   d. Attend preparatory calls to provide feedback to session presenters
   e. Ensure that the entire program proceeds logically and that all sessions are linked together
7. Select a logistical lead for the orientation (separate from the content facilitator). The logistical lead will be the primary planning contact for IIE.
8. Identify and confirm appropriate presenters and facilitators for sessions, in consultation with IIE and ECA, according to the Deliverables Timeline. The Subcontractor will:
   a. Receive a user profile on CVENT
   b. Share program guidelines with presenters and contributors
   c. Communicate with presenters and contributors about the participant profile, exchange experience, and the Fulbright Program
   d. Submit all proposed speakers to IIE for approval. All orientation activities and speakers must be approved by ECA prior to implementation. ECA reserves the right to approve or reject suggested speakers after an organization has been selected.
   e. Schedule session meetings with alums, IIE, ECA and content facilitator to ensure objectives are met and to provide further programmatic insight or context.
9. Deliver PDO session materials according to the Deliverables Timeline and the Scope of Work. The Subcontractor will:
   a. Provide a detailed session outline to IIE for review according to the "PDO Session Outline" template provided by IIE.
   b. Adjust sessions, incorporating IIE feedback

10. Implement the virtual PDO by organizing the synchronous session schedule, arranging for adequate staffing for concurrent sessions, and managing the Zoom sessions. This includes, but is not limited to:
    a. ensuring speakers and facilitators are prepared and ready to use technology, through technical rehearsals or other training;
    b. starting and recording the sessions via Zoom; all sessions should be recorded unless otherwise discussed with IIE and ECA.
    c. troubleshooting technical difficulties; and,
    d. providing guidance to the participants at the end of the session about upcoming agenda items.

IIE will provide the technology platforms for use in PDO delivery. The selected organization will assume primary responsibility for implementation.

Diversity
1. Design orientation sessions and activities that maintain a non-political character, are balanced to represent multiple perspectives, and are representative of the diversity of political, social, and cultural life of the U.S. and the countries to which the grantees are departing. "Diversity" should be interpreted in the broadest sense and encompass differences including, but not limited to, ethnicity, race, gender, religion, geographic location, socioeconomic status, sexual orientation, and disability.
2. Comply with Uniform Guidance at 2 CFR 200 as applicable.
3.

Materials and Correspondence
1. Prepare and submit speaker and staff bios with head shots.
2. Incorporate supplementary materials into content including, but not limited to, digital handouts and resources, supplemental reading, and other resources.
3. Prepare all orientation materials in accordance with the following guidelines:
    a. IIE will provide specific templates and branding guidelines for PDO materials, including templates for PowerPoint presentations
    b. IIE shall approve all final orientation materials, including any digital materials bearing the name of IIE, the Fulbright Program, and the U.S. Department of State.
    c. Subcontractor will direct all requests for the use of Fulbright logo to IIE. All orientation materials, including print and digital media, must adhere to the Fulbright Program branding and style guidelines. Materials must also clearly indicate that the Fulbright Program and the orientation are programs of the U.S. Department of State, with funding from the U.S. government, supported in their implementation by IIE and the Subcontractor.
    d. The Subcontractor will credit U.S. Department of State and IIE in all orientation program reports and materials, above the name of the Subcontractor. All electronic materials related to the PDO must reference the U.S. Department of State and IIE as shown below under "Required Language," which must precede any mention of the Subcontractor.
    Required Language: "The Fulbright Program is a program of the U.S. Department of State, Bureau of Educational and Cultural Affairs, with funding provided by the U.S. Government, and is supported in its implementation by the Institute of International Education. This activity is administered by [the selected organization]."

4. Consent to all presentations and session materials being digitally available to participants for at least one year from the time the CVENT PDO course goes live.
5. Review participant information provided by IIE:
    a. IIE will provide name, gender and pronouns, email address, program type (ETAs, Student Researchers, and Scholars), home university, and host country, as well as information about disabilities.
    b. As available, IIE will also provide information regarding participants' prior knowledge and experience in the region, to assist with preparation of sessions.

Logistics
The following minimum logistical arrangements will be required for the virtual orientation:

1. Implementation strategy for hosting the event asynchronously and synchronously, including:
   a. Emcee responsibilities, and
   b. Staffing plan to ensure smooth delivery and transitions between sessions.
2. Technology
   a. Build out orientation materials in IIE's Learning Management System (LMS), CVENT, based on IIE guidance. While IIE is responsible for managing the contract with the LMS provider, the Subcontractor agrees to take necessary steps to understand the technical capabilities of CVENT. The Subcontractor will be provided access to CVENT through IIE. Subcontractor agrees to follow all applicable requirements for accessing and using CVENT, including, but not limited to, any CVENT terms of service.
   b. Review technological set up, Q&A protocol, transitioning between speakers, breakout rooms, and activities, with speakers, alums, and other presenters.
   c. Organize high quality audio/visual equipment for the delivery of orientation sessions.
   d. Coordinate the logistical delivery of synchronous sessions and share video conference details with participants, alums, IIE, and ECA.
3. The final length of time for the PDO should not exceed four days and will consist of a mix of IIE and ECA and Subcontractor led sessions.
4. Disability Accommodations

The selected organization is required to provide accommodations to participants with disabilities as required by law. IIE will provide funding to cover the costs associated with the accommodations. Ensure that all virtual content is accessible for participants with disabilities by reviewing the "Checklist for Accessibility of eLearning Content" provided by IIE.

Reporting and Evaluation
1. Prepare and submit the following reports:
   a. A certified financial report and invoice, due within 60 days of completion of the orientation and submitted to Sabrina Salahuddin-Shown at ssalahuddin-shown@iie.org Payment of the final invoice is dependent upon the submission and acceptance of the final certified financial report. Failure to submit a timely financial report may result in forfeiture of payment; and
   b. A narrative program report, due within 60 days of completion of the orientation and submitted to Sabrina Salahuddin-Shown at ssalahuddin-shown@iie.org. IIE will provide a "Virtual Fulbright Pre-Departure Orientation Program Report" template.
2. Prepare and submit additional reports upon request.

Required Sessions for Pre-Departure Orientation
The required sessions are subject to change based on the changing needs of the region and the program sponsor.

The sessions below appear in recommended delivery order and should prepare participants for a successful experience in their country and region, paying special attention to topics of diversity abroad, identity, health and well-being, and safety and security.

The selected organization is encouraged to incorporate various delivery methods including, but not limited to, panel discussions, workshops, and traditional lectures.

1. PDO Introduction and U.S. Department of State Welcome Remarks-30 minutes
- Welcome remarks delivered by the selected organization's leadership and content facilitator should provide a brief overview of the selected organization and its expertise in and connections to the geographic region.
- Following the welcome remarks, time should be provided for the U.S. Department of State staff to welcome the group on behalf of the Fulbright program, discuss the role of the U.S. Department of State, and reiterate the mission of the Program.
- Fulbright alums in attendance should be recognized publicly at the beginning of the orientation to promote as much interaction between alums and grantees as possible during the PDO.

*All participants are required to attend this session.

2. Regional Session/State of the Region – 1 hour
The regional session should provide an overview of the present-day environment with historical context, including, but not limited to, topics such as economics, cultural phenomena, language, political science trends, international relations, spheres of influence, and current events. This session should provide context for the subsequent PDO sessions and give a framework for discussions that may arise in the country, security, and identity sessions.

This session should not focus on one country alone; an effort should be made to include information relevant to the entire region and the diversity of histories, cultures, and expectations across the entire region. The session should assume varying degrees of expertise in the audience, including the likelihood that one or more grantees in attendance may be regional experts or have spent significant time in the region. Special attention must be paid to presenting political information in a neutral, bipartisan manner.

*All participants are required to attend this session.

Outcome: Grantees will gain a contextual framework for the region, which will help inform discussions about subsequent PDO topics.

3. Country Sessions – 1 hour
The orientation must include concurrent country-specific group discussions that will be led by U.S. Fulbright alums. IIE will provide the selected organization with the list of U.S. Fulbright alum facilitators and the number of country sessions that will need to take place. Scholars in attendance who have experience in the region can also contribute in a more prominent way or serve as resources. The selected organization can also leverage the local academic community or other Fulbright alums in the local area who may have direct country experience.

The discussions should have a practical approach with plenty of time for participant questions. U.S. Fulbright alums should discuss the details of common topics relevant to grantees who will settle in a new environment, including but not limited to topics such as, obtaining a visa, research clearance, finding appropriate housing, connecting with the embassy, banking, personal safety, and using local transportation. Topics such as cultural adjustment, teaching, and researching in a different environment can also be discussed.

The selected organization should work with IIE and ECA to develop discussion points and prompts to assist alums with facilitating these discussions. Facilitators should provide an outline of the session's structure with particular attention to time limits to ensure that the session isn't dominated by one topic.

*All participants are required to attend this session.

Outcome: Participants will gain practical, experience-based knowledge about living and researching in the host country from program alums. They will have identified resources for coping with issues related to day-to-day life in the host country.

4. Networking Session – 1 hour
The PDO must include networking activities to build connections among participants and strengthen interpersonal, collaborative, and problem-solving skills needed during their Fulbright grants abroad. Selected organization is encouraged to incorporate activities that promote networking and team building into the delivery of the program sessions, as well as dedicating specific time to connecting participants and alums with the same Fulbright country, academic discipline, or other interests. Selected organization is encouraged to propose creative ways to connect study/research student grantees with scholars who work in the same academic field or are going to the same country for their grant. For example, small group round tables could be organized around specific disciplines to provide a forum for research and resource sharing.

5. Fulbright U.S. Scholar Grant Administration / Fulbright U.S. Student and Fulbright ETA Grant Administration – 1.5 hours each

IIE staff will present these two sessions and will provide the presentation materials. These sessions will inform grantees about program policies and benefits. Information relating to program policies should not be discussed in other sessions.

*All participants are required to attend this session.

6. Personal Health and Safety Sessions

This series of sessions emphasizes the importance of maintaining health (both physical and mental) and safety while abroad and provides strategies for doing so. Participants should learn about resources available for American citizens in each region of destination, ASPE and ASPE ASSIST, as well as other useful strategies for maintaining good health and safety.

To supplement the below sessions, the selected organization will be asked to review and contribute to regional health and safety information shared with participants via CVENT. These materials will emphasize actions that can lead to sound mental and physical health and safety. It should be tailored to the region as much as possible. Safety and security in the event of natural disasters, civil violence or unrest, theft, discrimination, harassment, and sexual or physical assault are the topics of highest concern to Fulbright grantees. ECA and IIE will provide guidance to the selected organization about specific resources and assistance available to U.S. Fulbright grantees through U.S. Embassies, including ASPE ASSIST.

a. Health and Safety Alum Panel Discussion – 1 hour

The selected organization should incorporate U.S. Fulbright alums in a panel discussion to provide input based on their personal, real-world experiences with mental health, physical health, and emergencies. A skilled moderator should be identified to elicit responses related to key health and safety topics in the region and to moderate Q&A from the audience. The moderator should manage time well to allow ample time for Q&A.

b. Information about the Accident and Sickness Program for Exchanges (ASPE) – 1 hour

A session that gives grantees an overview of their health benefit plan (ASPE) should be included in the agenda. An ECA representative will be the presenter for this session, where grantees will have the opportunity to learn about this benefit and ask their questions to the ASPE specialist.

c. Crisis Scenarios: Small Group Discussions – 1 hour

Participants should be arranged in small groups with an alum discussion leader. Using the framework provided in the previous sessions to guide analysis, participants should discuss a series of case studies presenting potential health and safety scenarios. This session should have a facilitator to explain the activity and help moderate a large group debrief of each scenario.

*All participants are required to attend these sessions.

Outcome: Participants understand best practices for maintaining mental and physical health and staying safe while living in the host region. They will be equipped with strategies both for recognizing issues and for coping with them. Participants will be familiar with the resources available to them while abroad. They will understand the resources provided by ASPE ASSIST to help them cope with mental health and other crises.

5. Media Literacy in the Europe and Eurasia region – 1.5 hours

This session should first define media literacy and critical thinking for all grantees' own understanding: why is media literacy important and what does it have to do with teaching critical thinking in this region? Next, the session should address the media landscape of the region and discuss what media literacy looks like there. The selected organization should identify a mass communications/media expert facilitator to present the topic. The facilitator should also moderate a discussion with alums on their experience with media and media literacy specific to the region.

6. U.S. Fulbright Alum Panel Discussions: Best Practices for Ensuring a Successful Fulbright Grant and Thriving Abroad (Concurrent Sessions) – 1 hour

The orientation must include panel discussion sessions with U.S. Fulbright alums who have returned to the United States after completing their Fulbright grants. The Subcontractor should build in time for three alum panels: one for U.S. Scholars, one for U.S. Student Researchers, and one for English Teaching Assistants. IIE will provide the list of U.S. Fulbright alum panelists and will provide additional guidance about the concurrent panels. The selected organization should identify a moderator for the panel. Topics discussed during alum panels should be reasonably applicable to all countries in the region. Country-specific topics should be covered in country sessions.

Possible panel topics may include but are not limited to conducting research in the specific region; teaching in the specific region; serving as a cultural ambassador and getting involved with host communities; staying connected to the Fulbright network and taking advantage of Fulbright activities; and balancing an academic and social life.

Alums have the option to prepare a brief slide deck, with parameters to be set once the number of participating alums has been determined.

*All participants are required to attend this session.

Outcomes: Participants have more in-depth discussions on specialized grant-specific topics that they may not be able to cover in as much depth in the country sessions. Participants should come away with more in-depth knowledge of the specific topics of each session.

7. English Teaching Assistant (ETA) Sessions -2 session, (3 hours total)
Sessions specific to the ETA Fulbright experience should be scheduled in the agenda after the general Pre-Departure Orientation and will only be attended by Fulbright ETAs and selected ETA alums. The ETA Workshop, which focuses on pedagogy and lesson planning, will be hosted as a separate event for ETAs traveling to all regions.

a. Your Role as an ETA in Europe & Eurasia -1.5 hours

This session should provide an overview of the education structure in the Europe and Eurasia region, highlight any historical, colonial, or cultural influences that impact the classroom and school culture (including the role of teacher, student's principals etc). is session can also address norms related to testing, assessment, access to education, and equity, as applicable. The ETA alums are good sources of regional information, and the selected organization is encouraged to incorporate their experience in the session, especially as related to navigating the school administration and getting things done in this specific region. The selected organization should identify a facilitator with knowledge of education systems in the region who can present an overview of key topics and elicit relevant input from alums.

b. ETA Lesson Planning Perspectives– 1.5 hour
This session should provide additional time for the outgoing ETAs to learn from alums about which less who knows English as a foreign language and/or teaches who knows English as a foreign language and/or teaches ns, ice breakers, authentic materials, and classroom strategies were most helpful in their placement and for their region. The discussion can take the format of a workshop or a panel discussion to create an interactive learning environment. The selected organization is encouraged to work closely with alums to determine topics of discussion that address items that stood out (positively or negatively) in their experience. For example, gender disparity in classroom participation, the prevalence of plagiarism, and cultural norms. The selected organization should identify a facilitator with knowledge of English as a foreign language and/or teaching in the targeted region. This session should highlight practical and contextual who knows English as a foreign language and/or teaches who knows English as a foreign language and/or teaches l information, with an intentional emphasis on regional application.

8. Planning for Accompanying Spouses or Dependents -1 - 1.5 hours
This is a popular optional session for grantees planning to bring spouses and dependents abroad while on their Fulbright grants. The session should include Fulbright alums and any spouses or dependents in attendance, and address both opportunities and challenges for living with family members in the host country/region of

destination. Suggested topics include enrolling children in schools, dealing with cultural adjustment, and integrating into the host community.

*While this session should be offered during the orientation, ETA-specific grantees are not required to attend.

Outcome: Participants will gain practical, experience-based knowledge and advice about living in the host country with dependents.

9. Your Role as Fulbright Cultural Ambassador: 1 hour

The selected organization should incorporate U.S. Fulbright alums in a panel discussion to provide input based on their personal, real-world experiences of being a Fulbright and Cultural Ambassador to their host countries and communities. A skilled moderator should be identified to moderate the panel as well as Q&A from the audience. The moderator should manage time well to allow ample time for Q&A.

Outcome: Participants will gain practical, experience-based knowledge from the Fulbright Alums on what it means to be a Fulbrighter in the host country.

10. Your Identity Abroad – 1.5 hours

This session should focus on how participants' identities inform and shape their exchange experience. Grantees should examine their own multifaceted identities (culture, race/ethnicity, socioeconomic status, gender expression, sexual orientation, language, religion, age, disability, etc.) and consider how they may change or be impacted when encountering cultural expectations in their host countries. This session must be tailored to the specific program region and should incorporate examples and scenarios with specific relevance to the region.

The session should guide participants through an examination of how one's experience of one's identities can shift while abroad, and how Fulbrighters can interact with their host culture with respect and humility while remaining true to themselves. Issues of power and privilege should also be discussed. The session should also address the difference between expectations and reality when living abroad in a new culture and environment, and how awareness of culture, identity, and one's own expectations can contribute to a successful Fulbright experience.

The session should include discussion-based activities and/or small group discussions with alums. This session should cater to all levels of international experience and rely heavily on alum participation and testimonials of their personal experiences. Session moderators should create a safe space where grantees feel comfortable raising their concerns and asking questions about sensitive topics.

To supplement the Identity Abroad session, the selected organization will be asked to review and contribute information related to the topic and share it with participants via CVENT. These materials should be tailored to the region as much as possible.

*All participants are required to attend this session.

Outcome: Participants understand how complex identities may be perceived in the host country. They will be equipped with strategies for dealing with potential identity-related conflicts or challenges, will know resources that can be utilized when conflicts arise (i.e. formal or informal networks or affinity groups), and be prepared to support members of their cohort who may experience challenges related to their identities while abroad.

ATTACHMENT B - COST PROPOSAL INSTRUCTIONS

Submit a detailed, budget for the services described in the technical proposal. IIE's review of the cost proposal shall determine if the overall costs proposed are realistic for the work to be performed, reflect a correct understanding of the project requirements, and are consistent with the Offeror's Technical Proposal.

A budget template is included as part of the application package. The Offeror may list any cost line items, but it is recommended that the Offeror follow the major categories listed in the template, breaking down all "lump sum" items as much as reasonably possible.

Budget Guidelines

- A line-item budget in Excel format, according to the template, that details all projected program and administrative costs (including estimated indirect costs), as well as a budget narrative, is required as part of the proposal.
- In-kind contributions is strongly encouraged, but not required, and must be allowable (see cost-sharing paragraph below for additional details).
- A budget narrative must be included explaining how the amounts were calculated in the budget summary. It can be submitted in either Excel or Word formats.
- An organization with an audited indirect cost rate (NICRA) negotiated with a cognizant federal government agency should include a copy of the cost-rate agreement as an addendum to the budget. The applicant organization must indicate in the proposal budget how the rate is applied.

In-kind contribution is defined as costs not paid for by Federal Funds and can include such costs as monetary contributions provided in support of the proposal, or in-kind contributions, which include items such as prorated staff time and speaker fees costs that are waived. In-kind contributions may be contributed by the selected organization or by other organizations or institutions. Volunteer hours contributed are also a form of in-kind contribution and a valuable resource. Please include an estimate of the number of volunteer hours that will be donated for the activity in the budget narrative. Selected organizations will be expected (to the best of their ability) to track volunteer hours and include them in their final report. The final report should also include a complete estimate of the In-kind contribution provided and any discounts received by the implementing organization.

Resources for determining the value of cash and in-kind contributions: 2 CFR 200.306 Cost sharing or matching (http://www.gpo.gov/fdsys/granule/CFR-2014-title2-vol1/CFR-2014-title2-vol1-sec200-306)

The budget (in the Excel template provided) should include detailed information including, but not limited to:
- Technology Costs: Rental and/ or production costs.
- Staff Requirements: Identify staffing requirements by each position title and, as necessary, brief description of duties. List annual salary of each position, percentage of time and number of months devoted to project (e.g., Program Coordinator: $30,000/year x 25%x 8.5 months; calculation: $30,000/12 = $2,500 x 25% x 8.5 months = $5,312).
- Administrative Costs: Provide specific information on salaries; postage; telephone; materials and supplies; indirect and overhead costs; other (as described).

Program funds cannot be used for:
- Alcohol, gifts, and the purchase of non-expendable items or equipment, such as computers, office furniture, etc. (must be donated or paid for with non-U.S. Government funds)
- International travel or extensive local travel
- Other unallowable costs per 2 CFR 200- Subpart E

ATTACHMENT C - PROGRAM LOCATIONS

Program locations are subject to change.

- Albania
- Armenia
- Azerbaijan
- Bosnia and Herzegovina
- Croatia
- Cyprus
- Georgia
- Estonia
- Kosovo
- Latvia
- Lithuania
- North Macedonia
- Moldova
- Malta
- Montenegro
- Serbia
- Slovenia
- Switzerland

ATTACHMENT D - ADDITIONAL REQUIREMENTS

IT Security Evaluation

IIE's IT security assessment is based on The NIST (National Institute of Standards and Technology) Cybersecurity Framework v1.1 (CSF) and is carried out through an assessment conducted by OneTrust. NIST is a guidance, based on existing standards, guidelines, and practices for organizations to better manage and reduce cybersecurity risk. The NIST CSF consists of five concurrent and continuous Functions—Identify, Protect, Detect, Respond, Recover. When considered together, these Functions provide a high-level, strategic view of the lifecycle of an organization's cybersecurity risk management.

- If the vendor will send, store or receive Personal Data (any information that can identify a specific individual person, including name, address or email address) on behalf of IIE an **IT Security Evaluation is required prior to signing a contract**. Please note that this includes vendors that will provide a technology solution that sends, stores or receives Personal Data.
- The evaluation may include vendor completion of a security compliance assessment and delivery of security evidence to IIE.