

Request for Proposals (RFP)

To : Offerors
From : Institute of International Education, Inc. (IIE)
Subject : 2026 Fulbright Foreign Language Teaching Assistant Summer Orientation

RFP Issue Date : February 11, 2026
RFP Closing Date : March 11, 2026
RFP Closing Time : 10 AM U.S. Eastern Time
Performance Period : March 23, 2026 – September 30, 2026

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 Contractor 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 **February 20, 2026, at 10 AM U.S. Eastern Time**. 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 on **February 24, 2026**, 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: FLTAEvents@iie.org. Be sure to include in the subject line: 2026 FLTA Summer Orientation. IIE will not accept proposals received by fax.

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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 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, Houston, and San Francisco) and staff in other countries (China, Ethiopia, India, Indonesia, Mexico, Thailand, and Ukraine).

Purpose of Request for Proposal

The purpose of this Request for Proposal (RFP) is to invite qualified U.S.-based organizations to submit a proposal to design, host, and implement a virtual orientation for approximately 350 Fulbright Foreign Language Teaching Assistant (FLTA) participants. The virtual orientation program will provide participants with an introduction to academic culture at U.S. institutions, an overview of Fulbright goals and policies, an introduction to the latest best practices in the field of language instruction, exposure to student life, and guidance on developing an understanding of U.S. social values. The virtual orientation will be hosted in mid- to late July of 2026 and include asynchronous content and synchronous sessions (see Attachment A for further details on content and seminar objectives).

This orientation is sponsored by the U.S. Department of State’s Bureau of Educational and Cultural Affairs, as part of its flagship Fulbright Program, and is administered by the Institute of International Education (IIE). The seminar 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 based on 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 the 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
- Any plans to outsource/subcontract the services or any part thereof

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 3 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 <u>and</u> phone)
1							
2							
3							

5. Implementation of the Statement of Work

- Detailed description of the services being offered and any information relevant to meeting the technical specifications stated in **Attachment A**
- Methodology and reasoning behind the methodology chosen
- Quality control plan including:
 - A description of internal review procedures that facilitate high-quality standards
 - How quality control will be managed when completing multiple projects for multiple clients
- Exceptions to the RFP, additional or different ideas, in the statement of work, and other requirements should be expressly noted

6. Cost Proposal

- Submit a detailed cost proposal, in U.S. dollars, in the recommended format shown in **Attachment B**
- Include any additional cost items that the Offeror wishes to propose
- Total cost proposed

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	Requirement	Points Available
<p>Proposal Program Content</p>	<p>Proposal indicates a greater practical understanding of implementing a large seminar and employs innovative but realistic ways of connecting the theme to the sessions and activities and to the host city/community.</p> <p>Considering the Statement of Work in Attachment A, please describe in detail the following:</p> <ul style="list-style-type: none"> a. The steps, in chronological order, you will take to implement the work. Make sure to describe any innovative approaches or technology you plan to use. b. Why you chose the methodology: make sure to mention similar projects you implemented in the past and lessons you learned from them. 	<p>35 points</p>
<p>Experience and Past Performance</p>	<p>Demonstrated experience implementing a similar scope of work for international visitors or academics.</p> <p>Consideration will be made of the past programs listed in the Past Performance and Experience section.</p>	<p>25 points</p>
<p>Staffing</p>	<p>Assessment of the staffing plan. Please provide the following, in order:</p> <ul style="list-style-type: none"> a. A description of your staffing plan for this activity and a general overview of the expertise of the individuals included. 	<p>15 points</p>

	<p>b. A list of your proposed staff in the following format: <i>Name:</i> <i>Proposed position on your team:</i> <i>Summary of relevant expertise and experience</i></p> <p>c. Please include the CVs of each proposed staff member. Each CV must be no longer than one page in length.</p> <p>Greater points will be awarded for presentation of staff with greater qualifications and experience in managing works like those stated in this RFP.</p>	
Cost 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.	25 points
Total		100 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 develop and implement a virtual orientation for approximately 350 Fulbright Foreign Language Teaching Assistants (FLTA). The virtual orientation will be hosted between July 10, 2026, and July 31, 2026, and include asynchronous content and synchronous sessions.

Audience

The orientation serves to provide FLTAs with some of the skills necessary to ease their transition into U.S. academic culture, an opportunity for them to gain insight into adjusting to different educational norms and practices, and strategies for teaching their language at their host institution as well as preparing them to adjust to life in the United States.

Participants:

- Come from a wide variety of countries with varying experience with U.S. culture and the U.S. academic setting.
- Have a wide variety of classroom teaching or language teaching experience with some having little formal teaching experience and others who are trained language teachers in their home countries.
- Will arrive with strong academic credentials and will already have a confirmed position at a U.S. college or university to teach or assist in teaching their languages.
- Hold a unique status on campus where they are neither *graduate students* nor *full-time faculty*. FLTAs both teach their language and take a small number of courses as students at either the graduate or undergraduate level at their host institutions. Facilitators participating in the orientation should be cognizant of this distinction when preparing their presentations. Additionally, they should refrain from referring to the participants as either of the titles emphasized above.

Orientation facilitators should design an orientation that is tailored to participants who have varying degrees of teaching experience and experience in the U.S. IIE will provide information about the FLTAs' teaching and/or tutoring experience in advance of the orientation.

Orientation Objectives

The objectives and activities of the virtual orientation are designed to prepare the FLTAs to adjust to life in the U.S. and to teach or assist in teaching their native language.

The orientation activities and sessions will create an environment in which FLTAs:

- Become familiar with the various procedures and conventions of U.S. education, such as, resources available on a typical college campus, academic integrity, and academic culture as well as maintaining productive relationships with students, teachers, and administrators, and adhering to standards of conduct within the academic setting.
- Apply lesson planning and language teaching principles, including using authentic materials and scaffolding, to build a portfolio of activities for use during the FLTA Program around the four language skills: speaking, listening, reading, and writing.
- Reflect on personal and microteaching experiences to identify techniques and strategies for effective teaching techniques.
- Feel prepared to adjust to life in their host institution and host community as both a student and a teaching assistant.
- Engage with their Fulbright network of fellow FLTAs and alumni of the FLTA Program.

Program Design

The selected organization will:

1. Design and deliver an FLTA Orientation that meets the objectives outlined above.
 - a. Identify dates between July 10, 2026, and July 31, 2026, and a timeframe for the implementation of the FLTA Orientation.
 - i. This should include the length of time for synchronous sessions, duration of the synchronous portion, and launch of asynchronous content via Canvas. IIE's estimate of time for this activity is between 12-13 hours of synchronous session time.
 - i. Each synchronous session should be offered twice – once in the morning and once in the evening, U.S.-time – to accommodate participants joining from diverse time zones. In most cases, participants will complete the orientation from their home country prior to traveling to the U.S. to begin their FLTA Program.
 - ii. Asynchronous content should be launched at least one to two weeks prior to the synchronous sessions.
 - iii. Determine the appropriate balance of asynchronous and synchronous sessions.
 - b. Identify session facilitators with experience in language teacher training.
 - i. Share program guidelines with presenters and contributors.
 - ii. Communicate with presenters and contributors about the participant profile, exchange experience, and the Fulbright Program.
 - iii. Ensure presenters and contributors participate in planning calls and tech rehearsals according to the planning timeline.
 - c. Use IIE's Learning Management System (LMS), Canvas, to design, organize, and deliver the orientation content. The Subcontractor will be provided with access to Canvas through IIE. The Contractor agrees to follow all applicable requirements for accessing and using Canvas, including, but not limited to, any Canvas terms of service.
2. Develop an agenda of sessions with content that builds a clear learning narrative and during which activities are employed as a means to create a portfolio of lesson plans, activities, and teaching techniques that FLTAs can implement during their program.
 - a. Design sessions to emphasize concepts and skills needed to be successful as a teaching assistant, whether they have sole responsibility for a course, or are working in partnership with a language faculty member. These include, but are not limited to:
 - i. Generating lessons, activities, etc. around each of the four language skills: speaking, listening, reading, and writing.
 - ii. Tailoring lessons and/or modifying activities to appropriate language levels (beginner, intermediate, advanced).
 - iii. Drafting a classroom management plan, including rules, teaching philosophy, and steps to take to encourage engagement.
 - iv. Using authentic materials to bring their culture into the classroom.
 - v. Reflecting on personal and microteaching experiences to identify techniques and strategies for effective teaching techniques.
 - b. Design sessions to emphasize concepts and skills needed to adjust to life in the U.S. higher education setting.
 - i. Introducing the various procedures and conventions of U.S. education, such as, a brief introduction to computer and library research, academic integrity, and academic culture as well as maintaining productive relationships with students, teachers, and administrators within the academic setting.
 - ii. Preparing to adjust to life in their host institution and host community as both a student and a teaching assistant (creating awareness of U.S. cultural norms, developing and maintaining professional relationships,

- and mental health).
- iii. Engaging with their Fulbright network of fellow FLTAs and alumni of the FLTA Program.
- iv. Design a session in which undergraduate students discuss their experiences taking language classes on a university campus (possible topics include but are not limited to why they chose a specific language to study, their motivations to learn, and the qualities they value in a language teacher).
- v. In observance of the 250th anniversary of the signing of the American Declaration of Independence, design a session focused on celebrating 250 years of America. This session should introduce participants to key events in American history and inform them of the celebrations of the 250th anniversary of the United States throughout 2026 as part of a White House-led initiative overseen by ECA (freedom250.org).
- c. Create opportunities for facilitators and teaching staff to provide feedback on lessons, activities, etc.
 - i. Compile and post completed lesson plans, teaching activities, and/or resources on Canvas, which will be accessible to FLTAs after the orientation and adapted by FLTAs according to their needs.

Non-Political Character and Disability Accommodation

1. Design orientation sessions and activities that maintain a non-political character.
2. Comply with 2 CFR 200 as applicable.
3. Design and deliver content that will accommodate participants with disabilities according to the Americans with Disabilities Act of 1992 and other applicable laws.

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 materials, including templates for PowerPoint presentations and logos.
 - 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. The Contractor will direct all requests for the use of the 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 Contractor.
 - d. The Contractor will credit U.S. Department of State and IIE in all orientation program reports and materials, above the name of the Contractor. All electronic materials related to the orientation 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 [host institution].”
 - e. Consent to all presentations and session materials being digitally available to participants for at least one year from the time the Canvas course goes live.
 - f. Review participant information provided by IIE:

- i. IIE will provide name, sex, email address, host university, and home country, as well as information about disabilities.
- ii. As available, IIE will also provide information regarding participant prior knowledge and experience in the U.S. as well as prior training and experience teaching, to assist with the preparation of sessions.

Logistics

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

1. Implementation strategy for hosting the orientation asynchronously and synchronously, including:
 - a. Emcee responsibilities.
 - b. A staffing plan to ensure smooth delivery and transitions between sessions.
 - c. A plan for offering each synchronous session twice – once in the morning and once in the evening, U.S.-time – to accommodate participants joining from diverse time zones. In most cases, participants will complete the orientation from their home country prior to traveling to the U.S. to begin their FLTA Program.
2. Technology
 - a. Build out asynchronous orientation materials using IIE’s learning management system, Canvas.
 - b. Review technological set up, Q&A protocol, transitioning between speakers, breakout rooms, and activities, with speaker
 - 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, IIE, and ECA.
3. Disability Accommodations
 - a. The selected organization is required to provide accommodations to participants with disabilities as required by law.
 - b. IIE will provide funding to cover the costs associated with the accommodations.
 - c. 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 Rebecca Topol at RTopol@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 Rebecca Topol at RTopol@iie.org. IIE will provide a “Fulbright FLTA Virtual Orientation Program Report” template.
2. Prepare and submit additional reports upon request.

Required Sessions for the FLTA Orientation

Participants must be introduced to the following topics related to their roles as teaching assistants, students, and cultural ambassadors. Some of these topics may be best addressed in small groups. Sessions may be treated separately or combined to fit the timeframe of the program. IIE recommends involving graduate students and alumni of the FLTA Program in sessions and activities, as appropriate.

Orientations should be spread over five days and include synchronous content with asynchronous content delivered in a variety of modalities (recorded videos, assignments, reading, activities, discussion forums, etc.). IIE recommends between 12-13 hours of synchronous sessions, however, encourages the host to limit the synchronous time commitment when possible. It is expected that asynchronous content will be launched at least one to two weeks prior to the beginning of the 5-day synchronous session period.

2026 Fulbright FLTA Virtual Orientation Content		
Session/Content	Recommended Format and Time	Responsibility
Fulbright Remarks <ul style="list-style-type: none"> Deliver welcome remarks and closing remarks. Provide an overview of the role of the U.S. Department of State, ECA, and IIE as well as a general overview of the Fulbright FLTA Program. 	Synchronous (15 min each)	IIE/ECA/Speaker
Fulbright Grant Responsibilities & Benefits <ul style="list-style-type: none"> Provide an overview of the program benefits, responsibilities, and expectations. Remind participants to watch the pre-recorded video. 	Asynchronous content Synchronous (30-45 min)	IIE
Open Q&A Session, Wrap-up, and Goodbye <ul style="list-style-type: none"> Participants can submit any remaining questions via Zoom to be answered by relevant organization. Speakers will close out event 	45 min	IIE/ECA/Speaker

2026 Fulbright FLTA Virtual Orientation Content		
Life in Your Host Community		
Session/Content	Recommended Format and Time	Responsibility
Transition Survival Skills & Cross-Cultural Awareness <ul style="list-style-type: none"> Help participants understand and adapt to U.S. culture, including cultural and social norms such as etiquette, punctuality, tipping, communication, personal space, and body language. Provide an overview of campus resources and facilities (including counseling centers, campus police/safety offices, writing centers, disability resource centers, etc.). <i>Content should be designed keeping in mind that not all FLTAs are categorized administratively as students on their host campuses. This can have an impact on precisely which services an FLTA may access in their local context.</i> Introduce topics including but not limited to banking and money management, housing, institution meal plans, planning for affordable travel during breaks. Discuss ways to get involved in the host community through community service and campus student groups. Discuss how U.S. regions vary (include topics such as food and transportation methods and varying levels of public transit availability). 	Asynchronous content Synchronous (60 min)	Speaker

<p>Understanding U.S Academic Culture</p> <ul style="list-style-type: none"> • Provide overview of U.S. academic culture including classroom culture, academic integrity, grading system (including the difference between auditing a course and taking a course for credit), academic performance expectations, and computer and library research. • Introduce U.S. privacy rights (HIPAA and FERPA). • Include strategies for navigating the host institution as a student and a teaching assistant as well as resources that are commonly available. <i>Content should be relevant to foreign language teachers pursuing non-degree studies at various institutions around the U.S.</i> • Discuss various aspects of campus life in the U.S., including factors such as rural/urban, socioeconomic status, religion, and students with disabilities (physical or otherwise). • Provide an overview of how campuses vary across the U.S. (include discussion of liberal arts colleges, community colleges, private vs. public, land-grant, and rural institutions). 	<p>Asynchronous content Synchronous (60 min)</p>	<p>Speaker</p>
<p>Celebrating 250 Years of America</p> <ul style="list-style-type: none"> • Discuss the 250th anniversary of the signing of the American Declaration of Independence and inform participants of the celebrations of the 250th anniversary of the United States throughout 2026 as part of a White House-led initiative overseen by ECA (freedom250.org). • Introduce participants to key events in American history. • Provide examples of ways that participants can incorporate the 250th anniversary celebrations into their lesson plans. 	<p>Asynchronous content Synchronous (30 min)</p>	<p>Speaker</p>
<p>Mental Health and Well-Being</p> <ul style="list-style-type: none"> • Provide an overview of how to identify culture shock, strategies for dealing with stress, and time management. • Provide strategies for maintaining health, safety, and well-being (physical and mental) and relevant on-campus resources that may be available. • Discuss topics related to campus safety, free speech, best practices for participants if there are protests on campus, etc. 	<p>Asynchronous content Synchronous (30 min)</p>	<p>Speaker</p>
<p>Classroom Standards & Maintaining Professional Relationships</p> <ul style="list-style-type: none"> • Provide an overview of appropriate interpersonal behavior in social, academic, and professional situations. • Provide strategies for developing a personal community. Possible topics include but are not limited to U.S. etiquette when initiating friendships, using humor, finding community, and joining activities and clubs on campus. • Identify potential conflict that participants may experience as it relates to their working relationships with supervisors, 	<p>Asynchronous content Synchronous (90 min)</p>	<p>Speaker</p>

<p>other faculty members within their department, and the participants' students (in and out of the classroom).</p> <ul style="list-style-type: none"> • Discuss strategies to resolve potential conflicts. <i>IIE recommends incorporating concrete scenarios and/or role play to illustrate appropriate behavior.</i> • Define sexual harassment and assault with participants and explain potential consequences. Include a focus on the ambiguity of intent, information and resources for victims, and the impact in cases of sexual harassment and assault (particularly from the perspective of authority). • Explain Title IX and resources that are available on campuses. • Strike a balance between providing participants with resources and information about being a potential victim of harassment or assault as well as providing a cautionary note to the participants regarding their responsibility to adhere to Title IX and harassment policy when in a position of authority. • Emphasize the difficulty posed by communication differences. Participants need to be particularly cautious in their personal relationships because they will not initially understand many social norms and behavioral cues, nor will their expectations for what constitutes sexual harassment necessarily apply in the U.S. • Consideration for students with disabilities should also be reflected throughout the discussion. 		
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2026 Fulbright FLTA Virtual Orientation Content Pedagogical Content		
Session/Content	Recommended Format and Time	Responsibility
<p>Foreign Language Teaching Methodology and Introduction to Microteaching Exercise</p> <ul style="list-style-type: none"> • Presentation on the guiding principles for world language teaching methods to a diverse population of students across languages and levels. • Participants will first complete activities that align with guiding principles to gain insights into the student experience, and then develop activities for their own teaching contexts. • Discuss scaffolding lessons, building lesson plans, and strategies to utilize and supplement a textbook to create 	Asynchronous content Synchronous (90 min)	Speaker

<p>engaging and meaningful lessons for students' diverse learning styles and backgrounds</p> <ul style="list-style-type: none"> • Address identifying, creating, and integrating appropriate material to support learning objectives, choosing suitable pedagogical practices and activities, and establishing effective feedback mechanisms. • See Microteaching description below 		
<p>Classroom Management & Performance Assessment</p> <ul style="list-style-type: none"> • Provide an overview on topics such as configuring a suitable physical setup of the classroom, promoting specific learning objectives and pedagogical tasks, promoting constructive teacher-student interactions (including office hours), the value of effective lesson pacing, best practice in error correction techniques, and classroom management issues. • Present guidelines for expanding daily lessons to develop unit and full curricular plans. • Review assessment tools and approaches to feedback. • Review common models of instruction and strategies for student engagement in the classroom. • Share examples of student feedback on their experiences with and preferences related to classroom structure and management strategies. 	<p>Asynchronous content Synchronous (45 min)</p>	<p>Speaker</p>
<p>Technology in the Classroom /Teaching in a Blended Environment</p> <ul style="list-style-type: none"> • Provide an overview of best practices in using technology to teach in a second or foreign language classroom. Briefly introduce learning management systems and educational technology that the participants can use or may have access to in their teaching activities. • Possible topics include types of educational technology that can be used to enhance face-to-face, blended, and online instruction in the foreign language classroom, the role and impact of educational technology/media on learning, how educators can use/are using AI in the classroom, and strategies for selecting and using tools effectively. 	<p>Asynchronous content Synchronous (30 min)</p>	<p>Speaker</p>
<p>Curriculum Development</p> <ul style="list-style-type: none"> • Address identifying, creating, and integrating appropriate material to support learning objectives, choosing suitable pedagogical practices and activities, and establishing effective feedback mechanisms. • Possible topics include but are not limited to identifying learning objectives, creating and structuring course syllabi, and effective lesson planning. 	<p>Asynchronous content Synchronous (30 min)</p>	<p>Speaker</p>
<p>Microteaching Breakouts</p>	<p>Small breakout discussions on asynchronous microteaching assignment; 45 minutes</p>	<p>Each microteaching group discussion will be led by a pedagogy expert.</p>

Microteaching Presentations	Synchronous (90 min)	Speaker
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Foreign Language Teaching Methodology and Microteaching

The orientation host should address using communicative methods in a task-based context for the second language classroom.

The orientation host should facilitate a microteaching session where the participants will practice a pedagogical technique with peers in a small group setting. The microteaching component should be introduced at the start of the orientation and modeled by the facilitators throughout the orientation. The purpose of this session is to recreate a classroom experience the participants will experience at their host institution. IIE recommends dividing the participants into language groups (or commonly taught language groups and less commonly taught language groups) where they can identify and address issues specific to teaching their language.

Participants must be put into smaller groups for the microteaching demonstration. IIE recommends mixing language groups so that the participants will be given the experience of teaching to a non-native speaking audience.

Each FLTA should be given the opportunity to give a microteaching demonstration with an evaluation period at the end of each microteaching demonstration.

ATTACHMENT B COST PROPOSAL TEMPLATE

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.

The following is a format that may be used as a guide to assist you in the preparation of the cost proposal. You may submit the cost proposal using this form or in the format of your choice (plain sheets, your own form, or a variation of this form). The Offeror may list any cost line items, but it is recommended that the Offeror follow the major categories listed below, breaking down all “lump sum” items as much as reasonably possible.

Item No.	Description	Quantity	Unit (hours/days)	Unit Price (USD)	Total Price
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

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 contribution 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 (<https://www.govinfo.gov/app/details/CFR-2025-title2-vol1/CFR-2025-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: $\$30,000/12 = \$2,500 \times 25\% \times 8.5 \text{ months} = \$5,312$).
- 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 - ADDITIONAL REQUIREMENTS

Third-Party IT Risk Management Process (TPRM)

An **IT Security Questionnaire** is required prior to signing a contract if the vendor will process IIE proprietary data or Personal Data according to GDPR's definition on behalf of IIE or connect to IIE's network.

- Vendors who can furnish evidence of an **ISO 27001 Certification** are asked to attach such documentation and to provide their up-to-date **System and Organization Controls (SOC) 2 Type 2 Attestation**.
- Vendors who cannot furnish IIE with ISO 27001 Certification evidence will be asked to provide a **SOC 2 Type 2 attestation** and complete a **security assessment that is mapped to the National Institute of Standards and Technology (NIST) Cyber Security Framework (CSF)**. NIST is a guidance, based on existing standards, guidelines, and practices for organizations to manage better 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 your organization does not wish to complete this request using the automated OneTrust platform, please visit the "Welcome" screen of the IT Security Questionnaire (using the emailed link from OneTrust) and click "*Complete Offline Using Excel*" to download the **Excel** version of the NIST CSF assessment. Please make sure to upload the completed file to OneTrust using the same path and **Submit**.

Prohibition on certain telecommunications and video surveillance services or equipment

IIE cannot enter into a contract to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Public Law 115-232, section 889, covered telecommunications equipment is telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities).

Covered equipment and services must not be part of your offer to IIE.