



Date Issued: November 18, 2011
Questions Due Date: December 9, 2011 2:00 P.M. (EST)
Closing Date: January 31, 2012 2:00 P.M. (EST)

Subject: Request for Applications (RFA) No. SOL-OAA-12-000010
All Children Reading Competition

Dear Prospective Applicant:

The United States Government, represented by the Agency for International Development (USAID), Bureau for Economic Growth, Agriculture, and Trade (EGAT), Office of Education (ED), the Australian Agency for International Development (AusAID), World Vision, Inc. (WVUS), and World Vision Australia (WVA) (collectively herein "World Vision"), is seeking innovative applications from eligible institutions (as defined in the RFA) to support the program entitled "All Children Reading Competition." All awards under this RFA will be issued as grants not to exceed US \$300,000.

All questions from interested applicants must be submitted to allchildrenreading@usaid.gov no later than 2 PM EST (14:00) on December 9, 2011. Applications are due no later than 2:00 P.M. EST (14:00) on January 31, 2012.

This RFA can be viewed and downloaded from the Internet at www.grants.gov. USAID bears no responsibility for data errors resulting from transmission or conversion processes. Further, be aware that amendments to this RFA may be issued and will be posted on the same Internet site from which you downloaded this RFA. You are advised to regularly check the above Internet site for amendments and are encouraged to sign up for update notifications on the RFA at www.grants.gov

Issuance of this RFA does not constitute an award commitment on the part of the Government, nor does it commit the Government to pay for costs incurred in the preparation and submission of applications. Further, the Government reserves the right to reject any or all applications received.

Thank you for your consideration of this USAID initiative. We look forward to your organization's participation.

Sincerely,

/s/

Marcus A. Johnson, Jr.
Agreement Officer
Office of Acquisition and Assistance

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SECTION I - FUNDING OPPORTUNITY DESCRIPTION

1. Introduction and Purpose

The United States Agency for International Development (USAID), the Australian Agency for International Development (AusAID), and World Vision (collectively referred to as the “Founding Partners”) are seeking game-changing innovations with the potential to dramatically improve reading skills and low literacy rates among primary grade children. Through a multi-year initiative called All Children Reading: A Grand Challenge for Development (ACR), the Founding Partners will collaborate to achieve the goal of global action to improve child literacy.¹

While recognizing that there are many factors required to improve student learning outcomes in primary grade reading, the Founding Partners have established the All Children Reading Competition to focus on two needs that are both important and largely unmet in low- and lower-middle income countries: teaching and learning materials and education data.

The All Children Reading Competition will support innovative approaches that draw on current research findings related to effective instruction in primary grade reading as well as technology, information, and communication advances that may lead to substantial impact on student learning outcomes at scale. In this context, “innovation” refers to novel business or organizational models, operational or production processes, or products or services that lead to substantial and sustainable improvements in student reading in primary grades. We seek innovations that produce development outcomes more effectively, cost efficiently, and that reach more beneficiaries. Innovative and potentially transformative solutions may be funded through grants to support new ideas as well as emergent practices, products, or programs.

The Founding Partners are calling on for-profit companies, non-governmental organizations and associations, academic/educational research institutions, faith-based organizations, civil society and foundations—together or in partnership—to take up this challenge. Applicants are encouraged to “think outside of the box,” using creative practices and methodologies to develop innovations clearly linked to improving student learning outcomes in primary grade reading.

¹ The Grand Challenge for Development model is designed to focus global attention on specific and narrowly defined development challenges and facilitate innovative approaches to solving those challenges, particularly those that can be facilitated through robust, appropriate and scalable utilization of scientific research and technological interventions. Each Grand Challenge for Development is defined by a problem statement, rather than specified solutions. This approach promotes the expansion of ideas, engages new actors in creating solutions and brings to the fore innovative approaches that might otherwise not receive support. Importantly, Grand Challenges for Development expand the evidence base focused on persistent development challenges and identify those solutions with the potential to go to scale and be sustainable in low resource settings. The inaugural USAID grand challenge, “Saving Lives at Birth: A Grand Challenge for Development,” focused on maternal and newborn health. More information on Saving Lives at Birth can be found at <http://www.savinglivesatbirth.net/>.

2. Background

Over the past decade, governments in many countries and the international community have rallied around Millennium Development Goal 2: ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.² As a result, there have been significant increases in primary enrollment worldwide, particularly in low income countries.³ However, learning levels are very low. In Mali, Pakistan and Peru, for example, more than 70% of children in the primary grades could not read at grade level and many could not read a single word after two or more years of schooling.⁴ One major international assessment, the Progress in International Reading Literacy Study (PIRLS), found that the average student in low-income countries is performing at the fifth percentile of the OECD distribution.⁵ It is also noted that worldwide an estimated 35 million girls remain out of school compared to 31 million boys.⁶ USAID has been working to close the gap between boys and girls by assessing the degree of educational disadvantage that girls face, identifying gender-related obstacles, and implementing remedies to remove and overcome these obstacles.

Learning levels of a country's population are directly correlated with rates of economic growth. A 10% increase in the proportion of the population with basic literacy skills translates into a 0.3 percentage point higher annual growth rate for that country. Other research has shown that early grade reading competency is critical for continued retention and success in future grades. Though it is clear that children's futures are not solely dependent on reading instruction, reading is a critical and necessary precondition for skill development. Children who do not develop reading skills during the primary grades are on a lifetime trajectory of limited educational progress and therefore limited economic opportunities.

In recognition of the importance of basic literacy for individual and national development, the first goal of the new USAID Education Strategy: Opportunity Through Learning (2011-2015) is focused on improving the reading skills for 100 million children in primary grades by 2015 (See Appendix 1). USAID will measure the performance of its programs primarily through the improvement of reading skills for primary grade students after two years of schooling, consistent with international measures adopted by the Global Partnership for Education (GPE, formerly the Education for All-Fast Track Initiative).

² For more information on Millennium Development Goal 2, please visit <http://www.un.org/millenniumgoals/education.shtml>.

³ For example, enrollments in sub-Saharan Africa increased by 51 percent between 1999 and 2007 and the net enrollment rate in South and West Asia (SWA) had reached 84 percent by 2007. *USAID Education Strategy 2011 - 2015* (citing United Nations Development Group (2010). *Thematic Paper on MDG 2 Achieve Universal Primary Education*.)

⁴ *USAID Education Strategy 2011-2015* (citing Das, J., P., Pandey, and T. Zajonc (2006). *Learning Levels and Haps in Pakistan*. World Bank Policy Research Working Paper 4067. The World Bank, Washington, DC; EQUIP 2 (2008). *Opportunity to Learn: A high impact for improving educational outcomes in developing countries*. USAID, Washington, DC).

⁵ Gove, A. and P. Cvelich (2011). *Early Grade Reading: Igniting Education For All. A report by the Early Grade Learning Community of Practice. Revised Edition*. Research Triangle, NC: Research triangle Institute.

⁶ *The World Bank Education Statistics Newsletter*; Volume V, Issue 1, pg. 2 (August 2011). www.worldbank.org/education/edstats.

The new Education Strategy also specifically states that USAID education programs will take measures to increase gender parity and improve gender equity at all levels of education, with gender-sensitive interventions tailored to the specific gender issues present in a country's educational system. The importance of this for gender equality extends beyond any single project in that it sets a clear strategic directive: USAID education interventions that target girls or boys should be based on sound gender analysis, meet an identified need or demand, promote learning outcomes, bring about systemic change, and work to transform the power dynamics between the sexes.

World Vision invests more than US \$250 million per year in education and focuses on impact for children and youth ages 3-18 through four strategic objectives that foster the development of functional literacy, math and essential life skills as key outcomes of education: 1) increase children's access to equitable, quality and sustainable early childhood education and primary education, with special attention to the most vulnerable groups; 2) strengthen community involvement in the education for all children; 3) increase youth's access to quality educational opportunities, with focus on out-of-school youth; and 4) foster enabling environment for learning through partnership and advocacy with communities, governments, private sector, universities, donors and civil society organizations.⁷

Education is the flagship sector of the Australian aid program. Australia's commitment to education access and quality includes a clear focus on improving the quality of learning. Australia has three pillars for its investments in education: (1) improving access to basic education opportunities for all so that children and youth complete a basic education; (2) improving learning outcomes so that children and youth achieve the basic skills necessary for productive lives; and (3) driving development through better governance and service delivery so that partner governments support quality education for all.

3. Objectives

The All Children Reading Competition will encourage innovative thinking and design to bring new knowledge to the challenge of improving primary grade reading rapidly and at scale in certain countries (see Appendix 2 for a list of Eligible Countries). Applications from and relating to low- and lower-middle income countries are particularly encouraged. While recognizing that there are many factors required to improve student learning outcomes in primary grade reading, the All Children Reading Competition seeks innovations in two areas that are both important and largely unmet in certain low- and lower middle income countries.

Innovations in Teaching and Learning Materials to Improve Student Reading

Teachers and children must have access to appropriate teaching and learning materials, respectively, for classroom instruction and reading practice. Children who report having textbooks score higher on reading tests and those who report having other books at home score even higher.⁸ Recently developed programs supporting the development of materials to schools,

⁷ For more information on World Vision Education Strategy, see http://www.worldvision.org/content.nsf/learn/ways-we-help-education?Open&lpos=bot_txt_Education.

⁸ A study in Ethiopia found that having a textbook boosted children's oral reading fluency by 9.6 words per minute, and having other books at home boosted their fluency by 8.3 words per minute. Gove, A. and P. Cvelich. 2011.

communities and homes are beginning to report impact on student learning.⁹ However, textbook provision in developing countries continues to be inadequate, let alone provision of supplemental reading materials.

Innovative and affordable approaches are needed to overcome barriers to the design, production, distribution/delivery, and use of high-quality durable and consumable materials (narrative, expository, and instructional) in appropriate languages for the primary grades in developing countries.

Innovations in Education Data to Improve Student Reading

Education data is necessary to support decision-making, incentives, transparency, and accountability needed to improve reading. A lack of quality data on student learning and related issues (e.g., teaching methods, student and teacher performance, absenteeism, and school-level financing) hinders the development and implementation of effective educational policies and supportive classroom/school-level/community action. The potential impact of data on student learning has been very visible over the past few years, with the development of Pratham's Annual Status of Education Report (ASER)¹⁰ approach to data collection by civil society, now used in India, Kenya, Mali, Pakistan, Uganda and Tanzania as well as USAID-supported Early Grade Reading Assessment (EGRA) which has now been used by governments, civil society and donors in more than 40 countries.¹¹

These assessments have created widespread awareness of student learning levels and some efforts to improve learning in the countries where they have been implemented. But much remains to be done to prioritize and collect performance data, disseminate the data to varied audiences and make it easier to identify and use key data for decision-making.

Innovative and affordable approaches are needed to improve efficiency and effectiveness in the collection and use of education data. A particular need is cost-effective and streamlined approaches for the measurement and reporting of student learning data (classroom-based and system-level testing) to inform instruction, policy development, and resource allocations in developing countries.

4. Illustrative Areas of Interest

We are interested in funding innovations that will result in (1) widespread access to improved teaching and learning materials and (2) better education data to support decision-making,

Early Grade Reading: Igniting Education For All. A report by the Early Grade Learning Community of Practice. Revised Edition. Research Triangle, NC: Research Triangle Institute (citing Piper, B. 2010. *Ethiopia Early Grade Reading Assessment: Data Analysis Report: Language and Early Learning*, available at <https://www.eddataglobal.org>.)

⁹ See Appendix 1 – Reference Documents

¹⁰ Pratham. 2010a. ASER description, available at <<http://www.pratham.org/M-20-3-ASER.aspx>>; Pratham. 2010b. Read India Description, available at <<http://www.pratham.org/M-19-3-Read-India.aspx>>

¹¹ Information regarding the Early Grade Reading Assessment (EGRA) is available at <<https://www.eddataglobal.org/reading/index.cfm>>

transparency, incentives and accountability; both of which are essential to advance the goal of All Children Reading in the primary grades. In this context, “innovation” refers to novel business or organizational models, operational or production processes, or products or services that lead to substantial and sustainable improvements in student reading in primary grades.

The illustrative areas of interest listed below are not meant to be exhaustive or limiting in any way.

Innovations in Teaching and Learning Materials to Improve Student Learning

- Support the production of and/or access to language and level-appropriate narrative, expository and instructional materials for emerging and beginning readers and their teachers;
- Support the development/editing/printing of texts of similar difficulty in two or more languages/scripts;
- Address the challenges of materials distribution in developing country contexts;
- Benefit children with special needs and/or learning disabilities;
- Foster parent and community involvement in children reading;
- Support large numbers of teachers in remote locations in their effective and continuing use of new materials;
- Help students, teachers and communities develop high quality materials locally;
- Bridge gaps between school and home and support a community reading culture in contexts where family literacy and school involvement levels are low;
- Leverage existing learning resources such as community libraries, digital libraries and other learning platforms; and
- Create differentiated learning experiences and support individual student practice in low-resource classroom settings with high student : teacher ratios.

Innovations in Education Data to Improve Student Reading

- Develop simple approaches to allow school and local level managers to prioritize, collect, analyze and use key education-related data at the school level to improve instruction and learning outcomes;
- Improve school, regional and national level resource planning to improve learning outcomes;
- Consolidate and analyze disparate sources of education data at the local, regional, national and international level;
- Widely disseminate education-related data in easy-to-understand ways to a variety of audiences;
- Deliver data and information to improve teacher preparation and professional development;
- Assist teachers and education officials with rapid and efficient student assessments and teacher evaluations; and
- Provide data to support the development of appropriate incentive systems for teachers and officials based on teacher performance and student results.

5. What We Will Not Fund

- Applications that are not focused on improving student reading in the primary grades;
- Applications that do not present a coherent plan showing links between the proposed innovation and the education system context
- Applications that do not propose program in eligible countries (see Appendix 2 - Eligible Country List for the full list of eligible countries); and
- Solutions that are not applicable, affordable, sustainable, and scalable in eligible countries.

SECTION II - AWARD INFORMATION

To address the above-stated needs, the Founding Partners have established the All Children Reading Competition under the ACR. Successful applications will be funded and managed through the resources of the Founding Partners, and grants will be awarded and administered by USAID and World Vision. Each grant will be administered independently by either USAID or World Vision and will be subject to the requirements of the particular funding organization providing funding under the grant (see Section VI – Award and Award Administration).

1. Period of Performance

Applicants may propose activities with a period of performance of no more than two years from the date of award.

2. Estimated Funding Availability

It is estimated that US \$7,500,000 will be made available for awards under the RFA. The amount of available funding is subject to change.

The maximum funding available for a single application is US \$300,000 over the maximum two-year period of performance. The Founding Partners anticipate funding approximately twenty-five (25) grants under this RFA. The Founding Partners reserve the right to fully or incrementally fund selected application(s) as well as to partially fund selected application(s). The Founding Partners reserve the right to make no awards at all through this RFA.

3. Local Organization Partial Set-Aside

No more than half of the awards will be made to applicants who are not Local Organizations. Applicants are encouraged to read the definition of Local Organization provided on page 12.

4. Cost-Sharing

Cost-sharing is encouraged but not required. Cost sharing includes contributions, both cash and in-kind, which are necessary and reasonable to achieve program objectives and which are verifiable from the recipient's records. Cost sharing contributions may include volunteer services provided by professional and technical personnel, and un-recovered indirect costs.

5. Program Income

Non-Governmental Organizations (NGOs): If the applicant is a non-profit organization, any program income generated under the award(s) will be used for program purposes, as described in 22 CFR 226.24(b)(2). However, pursuant to 22 CFR 226.82, if the successful applicant is a for-profit organization, any program income generated under the award will be deducted from the total program cost to determine the amount of the Founding Partners' funding. Program income will be subject to 22 CFR 226.24 for U.S. NGOs or the standard provision entitled "Program Income" for non-U.S. NGOs.

Private International Organizations (PIOs): If the successful applicant is a PIO, any program income generated under the award will be added to the Founding Partners' funding (and any non-Founding Partners' funding that may be provided) and used for program purposes.

6. Authorized Geographic Code

The authorized geographic code (see 22 CFR 228.1) for any award resulting from this RFA is 935, subject to revision depending on the successful applications that are selected. Geographic code 935 authorizes grantees to purchase goods and services from any country, except foreign policy restricted countries. The foreign policy restricted countries are as follows: Cuba, Iran, Libya, North Korea and Syria.

SECTION III - ELIGIBILITY INFORMATION

This RFA is issued to ensure that all interested and qualified organizations have a fair opportunity to submit applications for funding. All applicants must be legally recognized organizational entities under applicable law. Local Organizations, as defined below, are particularly encouraged to apply. Other U.S. Government departments and agencies may not apply for funding under this RFA. Additionally, individuals are ineligible to apply. Below is additional information on eligibility:

Applicant Eligibility

Non-Governmental Organizations (NGOs): U.S. and non-U.S. private non-profit organizations may apply for funding under this RFA.

For-Profit Organizations: U.S. and non-U.S. for-profit organizations may apply for funding under this RFA. Potential for-profit applicants should note that, pursuant to 22 CFR 226.81, the payment of fee/profit to the prime recipient under grants and cooperative agreements is prohibited. Moreover, forgone profit does not qualify as cost-sharing or leveraging. However, if a prime recipient has a subcontract with a for-profit organization for the acquisition of goods or services (i.e., if a buyer-seller relationship is created), fee/profit for the subcontractor is authorized.

Colleges and Universities: U.S. and non-U.S. colleges and universities may apply for funding under this RFA. USG and USAID regulations generally treat colleges and universities as NGOs, rather than governmental organizations; hence, both public and private colleges and universities are eligible.

Private Voluntary Organizations (PVOs): A local or indigenous PVO, which by definition is a non-U.S. PVO operating in the same foreign country in which it is organized, that is not already registered with USAID is eligible to receive funding. However, such organizations are encouraged to consider registration. In accordance with 22 CFR 203, a U.S. PVO and an "International PVO" which by definition is a non-U.S. PVO that performs development work in one or more countries other than the country in which it is domiciled, must be registered with USAID to be eligible to receive funding. For more information on registering with USAID as a PVO, please see: <http://idea.usaid.gov/partnerships>

Faith-Based Organizations (FBOs): USAID has published regulations on participation by FBOs in Agency programs. This guide may be found at: http://www.usaid.gov/our_work/global_partnerships/fbc/rule.html

New Partners: The Founding Partners encourage applications from organizations that have never received a direct award from USAID, AusAID, or World Vision. However, resultant awards to these organizations may be delayed if the Founding Partners must undertake necessary pre-award reviews of these organizations to determine their "responsibility" in section VI in this RFA. These organizations should take this into account and plan their implementation dates and activities accordingly.

Local Organization: The Founding Partners strongly encourage applications from Local Organizations. In order to be considered Local Organization, at the time of application the applicant must:

- Be organized under the laws of the recipient country;
- Have its principal place of business in the recipient country;
- Be majority owned by individuals who are citizens or lawful permanent residents of the recipient country or be managed by a governing body, the majority of whom are citizens or lawful permanent residents of a recipient country; and
- Not be controlled by a foreign entity or by an individual or individuals who are not citizens or permanent residents of the recipient country.

The term, “controlled by,” means a majority ownership or beneficiary interest as defined above, or the power, either directly or indirectly, whether exercised or exercisable, to control the election, appointment, or tenure of the organization’s managers or a majority of the organization’s governing body by any means, e.g., ownership, contract, or operation of law.

“Foreign entity” means an organization that fails to meet any part of the “local organization” definition.

“Recipient country” is defined as the country in which the program will be implemented, limited for the purposes of this RFA, to those listed in Appendix 2.

Geographic Restrictions: Applicants, regardless of entity type, may not be from foreign policy restricted countries: Cuba, Iran, Libya, North Korea and Syria.

Place of Performance Geographic Eligibility

Applications must be for activities to be implemented in the countries listed in Appendix 2 - Eligible Country List.

SECTION IV - APPLICATION AND SUBMISSION INFORMATION

1. General Instructions to Applicants

(a) As outlined in the “Application Format” section below, applications should be kept as concise and succinct as possible. Detailed information should be presented only when required by specific RFA instructions and be appropriately organized and referenced. Applications not conforming to this RFA may be categorized as non-responsive, thereby eliminating them from further consideration.

(b) A single application focused on teaching and learning materials does not need to target all aspects of the “materials chain” (e.g., design, production, distribution/delivery, and/or use). However, applications must explain how the proposed innovation will improve student reading in primary grades.

A single application focused on education data does not need to target all issues in this area (e.g., supporting decision-making, incentives, transparency, and/or accountability). However, applications must explain how the proposed innovation will support improvements in student reading in primary grades.

(c) Applicants should address questions to allchildrenreading@usaid.gov in advance of the questions deadline stated in this RFA.

(d) Applicants should retain for their records one copy of the application and all enclosures which accompany their application. To facilitate the competitive review of applications, the Founding Partners will only consider applications conforming to the format prescribed below.

(e) Up to two (2) applications may be submitted by the same organization, but each application must be associated with a different primary contact (project manager) and propose a different idea, practice, product, and/or program. For purposes on this requirement, the same organization will include any parent or subsidiary organization, or other affiliated organization with any common ownership or control.

2. Delivery Instructions

(a) Applications submitted in response to this RFA must be received by email in MS Word or PDF format at allchildrenreading@usaid.gov.

(b) Closing Date and Time. The email submission of applications in response to this RFA shall be due no later than January 31, 2012 at 2:00 P.M EST (14:00). The time stamp on the email received shall serve as the official time of receipt. The Founding Partners bear no responsibility for transmission errors or delays.

(c) Subject to the area of interest your application address, the electronic files must be labeled as follows: “[**Organization Name**] All Children Reading [*Teaching and Learning Materials -or- Education Data*]”

(d) In addition to sending applications to the email address above, applicants may also apply through www.grants.gov. Because Grants.gov registration requirements may take some time to complete, all prospective applicants choosing to use this system are strongly encouraged to begin this process as early as possible in order to complete all steps prior to the submission deadline. Please note, however, any application submitted through www.grants.gov must also be sent separately to allchildrenreading@usaid.gov.

3. Application Format

(a) Applications must be based on the overall description of the program in Section I. Applications must clearly state if the focus is: (1) Teaching and Learning Materials, or (2) Education Data.

(b) **The Technical Application is limited to eight (8) pages and must be written in English.**

Applicants shall use only 8.5 inch by 11 inch paper or A4 paper, single-spaced pages and number each page consecutively. Applicants must use Times New Roman font 11 or a similar size typeset. A page in the application which contains a table, chart, graph, etc., not otherwise excluded below, is subject to the 8-page limitation. Information submitted as part of the Technical Application over 8 pages will not be evaluated.

Not included in the 8-page limitation on the Technical Application are the following (there is no page limitation on these items):

- Cover Page
- Table of Contents
- Acronym list
- Abstract
- Past Performance
- Dividers
- Appendix attachments which contain biographical information (i.e., resumes and other documentation provided by the Applicant) for proposed key personnel
- Management Structure/Organizational Chart

(c) The application must include the following:

(i) Cover Page (not included in the page limit):

The Cover Page shall not exceed one (1) page, and must include the following information:

- Name and address of applicant;
- Type of organization
 - Please indicate if you believe that you are a local organization and describe how your organization meets the requirements under the definition in Section III – Eligibility Information

- In addition, please specify the type of organization(e.g., for-profit, non-profit, university)
- Lead & alternate contact point (contact name; telephone number, and e-mail information);
- Name of the project manager;
- Signature of authorized representative of the applicant;
- Concise title and objective of proposed project; and
- Focus of Technical Application (teaching and learning materials or education data).

(ii) Abstract (not included in the page limit):

The Abstract must not exceed one (1) page, should summarize your technical application, and must address the following:

- What is your solution for improving student reading in primary grades? How does it focus on teaching and learning materials and/or education data?
- How is it different from existing approaches? What is the potential scale at which your solution could be applied?

(iii) Technical Application (no more than 8 pages):

Describe your technical approach: The applicant should briefly describe the idea and the project design, with an emphasis on innovation and relevance. Make sure that the idea directly fits the topic; otherwise your application may be disqualified.

Innovation:

- Indicate in one or two sentences in bold the essence of your idea – the specific problem you are addressing, your proposed solution, the context in which the solution will be implemented, and how it will be delivered.
- Explain the potential for substantial and sustainable improvements in student reading in primary grades. Describe the rationale or research base for your idea and why you expect it to succeed.
- Describe the integration of low-cost solutions and/or technological approaches.

Relevance:

- Explain how your idea responds to a critical and unmet need.
- Describe your theory of change to reach student reading goals. This should describe the logical link between your intervention and improved student reading. (This narrative can be supported by the theory of change chart, see Appendix 3 – Theory of Change Chart. This chart is not required, but is included as a tool.)
- Describe how your project will address the characteristics of users/beneficiaries (e.g., language, reading level) and the needs of the education system in the implementation context.

- Describe the support and/or engagement of any local/national/regional partners in project design, implementation, and evaluation.

Describe the potential for sustainability: The applicant should briefly describe the potential sustainability of the intervention after the conclusion of the project.

- Describe how the project will be implemented within the existing capacity in the proposed implementation context or how capacity will be developed to the required level.
- Identify the potential linkages and/or integration with country education systems in the proposed implementation context; describe the potential scale at which the innovation could be applied, including affordability of the intervention at scale if applicable.
- Describe the potential for success and relevance across multiple contexts.

Describe your management and implementation plan: The application should include a clear set of key activities that link to improvements in student reading.

- Describe your plan to implement, manage, monitor, and evaluate your idea.
- Identify the level of funding, not to exceed US \$300,000 requested to assure completion of the goals in a timeframe of up to two years. How will the work you describe be performed within the budget and time period allocated?
- State the objectives to be achieved during the project. Provide a detailed schedule or timeline for the attainment of each objective and/or goal. State how you will measure whether your work is making progress toward these objectives, including identifying indicators.
- Identify impediments, critical decision points, and key assumptions that could require a revision in the work plan, objectives, or project results.
- What data will you generate during the grant period?

(iv) Past Performance (not included in the page limit):

Applicants must provide past performance information for three (3) past performance references which describe any contracts, grants, or cooperative agreements which the applicant organization, as well as any substantive sub-grantee partners, has implemented involving similar or related programs over the past three years. Applicants should use the format provided in Appendix 5 – Past Performance Information. In addition, please provide records of experience, if any, working with host country governments.

It is recommended that the applicant alert the contacts that their names have been submitted and that they are authorized to provide past performance information when requested. The Founding Partners reserve the right to obtain past performance information from other sources including those not named in this application. The review team will review all applications and may engage the applicant for clarifications or further information as needed.

A past contract, grant, or cooperative agreement is not a prerequisite to apply and scoring of application will not be affected, positively or negatively, simply by the fact that the applicant has or has not been a prior recipient of an award.

(v) Gender Analysis (no more than 1 page - not included in the page limit)

Applicants must briefly describe how gender norms in the implementation context will affect the project, if at all. In addition, applicants must briefly describe how the project will affect gender norms in the implementation context, if at all. This analysis should include any constraints and opportunities that may affect outcomes for either girls or boys.

Please note applicants should integrate gender considerations throughout the application, if applicable.

(vi) Supporting Materials (not included in the page limit):

The Applicant must submit the Supporting Materials listed below:

- Brief biographical descriptions of key personnel and an organizational chart with the names and positions of those who will be involved in implementing the project
- Letter of intent from any existing resource or implementing partners.

A completed “Theory of Change Chart” (see Appendix 3) may be included in Support Materials, but it is not required.

(vii) Cost Application (no more than 3 pages - not included in the page limit):

The budget proposal must include a budget narrative which provides in detail the total costs for implementation of the proposed program; the breakdown of all costs to each partner organization involved in the program; the breakdown of all financial and in-kind cost share, if any, of all organizations involved in implementing the proposed activities; and any potential contributions of non-Founding Partner or private sector donors to the proposed activities.

There is no prescribed format for the budget. However, the budget should clearly show how funds will be used to support the activities proposed in the application. The budget should display unit costs (if applicable) and costs by year and should include sub-budgets for each component. Suggested line items include, but are not limited to, the following: Personnel, Fringe Benefits, Office Rent, Utilities, Equipment, Communications, Local Travel, and Sub-grants. The budget narrative must explain all costs – and the basis of those costs – contained in the budget. For more information, see Appendix 4 – Budget & Budget Narrative Primer.

Note: It is the Founding Partners’ policy not to include profits of any nature under agreements. Reasonable, allocable and allowable expenses, both direct and indirect, which are related to the agreement program and are in accordance with applicable cost standards (OMB Circular A-122 for nonprofit organizations), may be paid under the agreement contemplated by this RFA.

5. Required Certifications

The following certifications are required and must be signed and included with the application:

Part I – Certifications and Assurances

- a) Assurance of Compliance with Laws and Regulations Governing Non-Discrimination in Federally Assisted Programs
- b) Certification Regarding Lobbying
- c) Prohibition on Assistance to Drug Traffickers for Covered Countries and Individuals (See ADS 206)
- d) Certification Regarding Terrorist Financing, Implementing Executive Order 13224
- e) Certification of Recipient

Part II - Key Individual Certification Narcotics Offenses and Drug Trafficking; and

Part III – Participant Certification Narcotics Offenses and Drug Trafficking

Part IV – Survey of Ensuring Equal Opportunity for Applicants

Part V – Other Statements of Recipient

See Section VIII – Additional Submission Requirements for full text of the required certifications.

SECTION V - APPLICATION REVIEW INFORMATION

Each application submitted in response to this RFA will be evaluated in accordance with the evaluation criteria set forth below. These criteria: a) identify the significant areas that Applicants should address in their applications; and b) serve as the standard against which all applications will be evaluated.

1. Application Evaluation Process

Applications received pursuant to this RFA will be evaluated using a two-step evaluation process.

Step 1 – Evaluation of the Abstract

For all applications meeting the basic eligibility requirements, a technical evaluation panel will evaluate the Abstract to (1) determine the application's relevance to improving student reading in the primary grades and their focus on teaching and learning materials and/or education data; and (2) determine how innovative the project idea is and its potential for transformative impact. These criteria are of equal importance.

Applications deemed to be within the competitive range will move on to Step 2, where the full application will be evaluated. Applications that are outside of the competitive range will not move on to Step 2. In these cases, the full applications will not be evaluated.

Step 2 – Evaluation of the Full Application

All applications included in the competitive range after Step 1 will then be evaluated based on the following technical evaluation criteria. The relative scoring weights of the criteria are listed below, so that applicants will know which areas require emphasis in the preparation of information.

(a) Technical Approach (60 Points)

This evaluation component contains two major subfactors – Innovation and Relevance – which, when combined, represent the totality of this significant technical evaluation factor. Each of these two subfactors is equally important relative to each other.

- i) Innovation – The application will be evaluated on the extent to which the intervention is innovative and potentially transformative. Each subfactor listed below is listed in descending order of importance. The first subfactor is the most important.
 - a. the extent to which the intervention has the potential to lead to substantial and sustainable improvements in student reading in primary grades; and
 - b. the extent to which the intervention integrates innovative, low-cost solutions and/or technological approaches.

- ii) Relevance - The application will be evaluated on the extent to which the intervention is relevant to the implementation context. Each subfactor listed below is listed in descending order of importance. The first subfactor is the most important.
- a. the extent to which the intervention responds to a critical and unmet need; the extent to which the theory of change to reach student reading goals is clear and logical;
 - b. the extent to which the intervention appropriately addresses the characteristics of users/beneficiaries (e.g., language, reading level) and the needs of the education system in the implementation context; and
 - c. the extent to which there is support and/or engagement of local/national/regional partners in project design, implementation, and evaluation.

(b) Sustainability (20 Points)

The application will be evaluated on the potential sustainability of the intervention after the conclusion of the project. The subfactors below are listed in descending order of importance. The first subfactor is the most important.

- the potential linkages and/or integration with country education systems in the proposed implementation context; the potential scale at which the innovation could be applied, including affordability of the intervention at scale if applicable is the most important subfactor;
- the clarity and logic of the approach to implementation within the existing capacity in the proposed implementation context or how capacity will be developed to the required level; and
- the potential for success and relevance across multiple contexts.

(c) Management and Implementation (20 Points)

The application will be evaluated on the appropriateness, clarity, and logic of the approach to managing and implementing the project. Each subfactor is equally important relative to each other.

- the extent to which the approach to implementation, monitoring, and evaluation is appropriate, clear, and logical; and equally important; and
- the extent to which objectives are realistic and logical and to which the objectives are appropriate within the budget and time period allocated.

Non-scored Evaluation Factors:

While no points are assigned to the below factors they are important and material to the award decision.

(a) Past Performance

The application will be evaluated on the extent to which the applicant's past performance indicates the potential for success in this project. The following factors will be taken into account in the evaluation of this criterion:

- the applicant's prior experience and success in implementing, managing, and evaluating similar activities; and
- the applicant's record of collaborating closely with various levels of host country governments and/or other public and/or private sector partners.

(b) Gender Analysis

The application will be evaluated on the extent to which it demonstrates an understanding of how gender norms in the implementation context will affect the project, as well as how the project will affect gender norms in the implementation context, if at all. It will also be evaluated on the extent to which the analysis demonstrates an understanding of the constraints and opportunities that may affect outcomes for either girls or boys.

(c) Cost

Costs included in the proposed budget will be reviewed to ensure they are allowable, allocable, and reasonable. Cost effectiveness will be considered in relation to any proposed cost-share. While a cost-share is not required, it could contribute to the achievement of the results of this funding opportunity.

Budget proposals will also be subject to cost realism analysis. The cost realism analysis will verify the applicant's understanding of the requirements, assess the degree to which the cost application reflects the approaches in the technical application, and assess the degree to which the costs included in the application accurately represent the programmatic requirements set forth in the application.

[Note: Applications that do not present realistic costs may risk not being considered for award.]

All other factors being technically equal, the Founding Partners reserve the right to ensure geographic diversity in applications selected for award.

SECTION VI - AWARD AND ADMINISTRATION INFORMATION

Successful applications may result in a grant following a recommendation for funding. Each grant will be administered independently by either USAID or World Vision. All grants awarded by USAID (with USAID and AusAID funds) will be subject to USAID's requirements, and all grants awarded by World Vision will be subject to World Vision requirements. Prior to award execution, the funding organization may solicit additional information necessary to execute the award.

Grants Awarded by USAID

Note: The Agreement Officer is the only individual who may legally commit the U.S. Government to the expenditure of public funds. No costs chargeable to the proposed grant may be incurred before receipt of either a fully executed grant or a specific, written authorization from the Agreement Officer.

- 1) An award shall be made only when the Agreement Officer makes a positive responsibility determination that the applicant possesses, or has the ability to obtain, the necessary management competence in planning and carrying out assistance programs and that it will practice mutually agreed upon methods of accountability for funds and other assets provided by USAID.
- 2) For organizations that are new to USAID or for organizations with outstanding audit findings, USAID will perform a pre-award survey to assess the applicant's management and financial capabilities. If notified by USAID that a pre-award survey is necessary, applicants must prepare, in advance, the required information and documents. Please note that a pre-award survey does not commit USAID to making an award to an organization.
- 3) This program is authorized in accordance with the Foreign Assistance Act of 1961, as amended. All awards to US organizations will be made in accordance with Chapter 303 of USAID's Automated Directives System (ADS-303), 22 CFR 226, applicable OMB Circulars A-21 (for universities), A-122 (for non-profit organizations), A-133 (for both), and applicable USAID Standard Provisions. Awards to Public International Organizations (PIOs or IOs) will be administered in accordance with Chapter 308 of USAID's ADS (ADS-308) and applicable Standard Provisions.
- 4) Issuance of this RFA does not constitute an award or commitment on the part of the U.S. Government, nor does it commit the U.S. Government to pay for costs incurred in the preparation and submission of an application.
- 5) Awards to U.S. organizations will be administered in accordance with 22 CFR 226; OMB Circulars A-21 (for universities), A-122 (for non-profit organizations) and A-I 10 (as applicable); ADS 303; and USAID Standard Provisions for U.S. non-governmental organizations. For non-U.S. nongovernmental organizations, USAID Standard Provisions for non-U.S. non-governmental organizations apply. Applicants may obtain copies of the referenced material at the following websites:

- 22 CFR 226: http://www.access.gpo.gov/nara/cfr/waisidx_10/22cfr226_10.html
- OMB Circulars: <http://www.whitehouse.gov/omb/circulars/>
- Standard Provisions for U.S. Non-Governmental Recipients: <http://www.usaid.gov/policy/ads/300/303maa.pdf>
- Standard Provisions for Non-U.S. Non-Governmental Recipients: <http://www.usaid.gov/policy/ads/300/303mab.pdf>

6) General Information on Reporting Requirements

a) Unless otherwise instructed recipients shall submit quarterly performance reports. These reports shall generally contain brief information on each of the following:

- (1) A comparison of actual accomplishments with the goals and objectives established for the period, the findings of the investigator, or both. Whenever appropriate and the output of programs or projects can be readily quantified, such quantitative data should be related to cost data for computation of unit costs.
- (2) Reasons why established goals were not met, if appropriate.
- (3) Other pertinent information including, when appropriate, analysis and explanation of cost overruns or high unit costs.

b) The following forms are used for obtaining financial information from recipients.

- (1) SF-269 or SF-269A, Financial Status Report.
 - i) USAID will require recipients to use either the SF-269 or SF-269A to report the status of funds for all nonconstruction projects or programs. The type of form required will be established in the award. USAID may, however, have the option of not requiring the SF-269 or SF-269A when the SF-270, Request for Advance or Reimbursement, or SF-272, Report of Federal Cash Transactions, is determined to provide adequate information to meet its needs, except that a final SF-269 or SF-269A shall be required at the completion of the project when the SF-270 is used only for advances.
 - ii) The type of reporting required will be established in the agreement. If USAID requires accrual information and the recipient's accounting records are not normally kept on the accrual basis, the recipient shall not be required to convert its accounting system, but shall develop such accrual information through best estimates based on an analysis of the documentation on hand.
 - iii) USAID will determine the frequency of the Financial Status Report for each project or program, considering the size and complexity of the particular project or program. The frequency of reports will be established in the agreement. However, the report

shall not be required more frequently than quarterly or less frequently than annually. A final report shall be required at the completion of the agreement.

- iv) Recipients shall submit the SF-269 or SF-269A (an original and two copies) no later than 30 days after the end of each specified reporting period for quarterly and semi-annual reports, and 90 calendar days for annual and final reports. Extensions of reporting due dates may be approved by USAID upon request of the recipient.

(2) SF-272, Report of Federal Cash Transactions.

- i) When funds are advanced to recipients USAID shall require each recipient to submit the SF-272 and, when necessary, its continuation sheet, SF-272a. USAID shall use this report to monitor cash advanced to recipients and to obtain disbursement information for each agreement with the recipients.
- ii) USAID may require forecasts of Federal cash requirements in the “Remarks” section of the report.
- iii) When practical and deemed necessary, USAID may require recipients to report in the “Remarks” section the amount of cash advances received in excess of three days. Recipients shall provide short narrative explanations of actions taken to reduce the excess balances.
- iv) Recipients shall be required to submit not more than the original and two copies of the SF-272 15 calendar days following the end of each quarter. USAID may require a monthly report from those recipients receiving advances totaling \$1 million or more per year.
- v) USAID may waive the requirement for submission of the SF-272 for any one of the following reasons:
 - (A) When monthly advances do not exceed \$25,000 per recipient, provided that such advances are monitored through other forms contained in this section;
 - (B) If, in USAID’s opinion, the recipient’s accounting controls are adequate to minimize excessive Federal advances; or,
 - (C) When the electronic payment mechanisms provide adequate data.

7) Environmental Procedures:

- i) The Foreign Assistance Act of 1961, as amended, Section 117 requires that the impact of USAID’s activities on the environment be considered and that USAID include environmental sustainability as a central consideration in designing and carrying out its development programs. This mandate is codified in Federal Regulations (22 CFR 216) and in USAID’s Automated Directives System (ADS) Parts 201.5, 109 and 204

(<http://www.usaid.gov/policy/ads/200/>), which, in part, require that the potential environmental impacts of US AID-financed activities are identified prior to a final decision to proceed and that appropriate environmental safeguards are adopted for all activities. Environmental compliance obligations under these regulations and procedures are specified in the following paragraphs of this RFA.

- ii) In addition, the contractor/recipient must comply with host country environmental regulations unless otherwise directed in writing by USAID. In case of conflict between host country and USAID regulations, the latter shall govern.
- iii) No activity funded under a USAID grant will be implemented unless an environmental threshold determination, as defined by 22 CFR 216, has been reached for that activity, as documented in a Request for Categorical Exclusion (RCE), Initial Environmental Examination (IEE), or Environmental Assessment (EA) signed by the Bureau Environmental Officer (BEO).

8) Gender Considerations:

Through all its work, USAID aims to integrate a gender perspective that identifies and addresses the differential impact of development on women and men. As a policy and as a goal in itself, USAID strives “to promote gender equality, in which both men and women have equal opportunity to benefit from and contribute to economic, social, cultural, and political development; enjoy socially valued resources and rewards; and realize their human rights” (Automated Directives System [ADS] 201, 2009, Revised 2010, 201.3.9.3, p. 31). Ultimately, the goal of development programs is to achieve improved health outcomes and transform gender norms towards greater equality.

Grants Awarded by World Vision

Note: Only World Vision's authorized representatives may commit World Vision to the grant of World Vision funds and may authorize their expenditure.

Grants awarded by World Vision will be subject to the World Vision Standard Provisions.

SECTION VII - AGENCY CONTACTS

All questions and comments regarding this RFA must be submitted in writing to allchildrenreading@usaid.gov

SECTION VIII – ADDITIONAL SUBMISSION REQUIREMENTS

Together with their application, all applicants are required to submit the following:

CERTIFICATIONS, ASSURANCES, AND OTHER STATEMENTS OF THE RECIPIENT (JUNE 2011)

The following certifications, assurances and other statements are required from both U.S. and non-U.S. organizations (except as specified below). The required certifications, assurances and other statements follow:

- a. For U.S. organizations, a signed copy of the mandatory reference, **Assurance of Compliance with Laws and Regulations Governing Nondiscrimination in Federally Assisted Programs**. This certification applies to Non-U.S. organizations if any part of the program will be undertaken in the United States;
- b. A signed copy of the certification and disclosure forms for “Restrictions on Lobbying” (see **22 CFR 227**);
- c. A signed copy of the “Prohibition on Assistance to Drug Traffickers” for covered assistance in covered countries is required in its entirety as detailed in **ADS 206.3.10**;
- d. A signed copy of the Certification Regarding Terrorist Funding in its entirety is required by the Internal Mandatory Reference **AAPD 04-14**;
- e. When applicable, a signed copy of “Key Individual Certification Narcotics Offenses and Drug Trafficking” (See **ADS 206**);
- f. When applicable, a signed copy of “Participant Certification Narcotics Offenses and Drug Trafficking” (See **ADS 206**);
- g. **Survey on Ensuring Equal Opportunity for Applicants**; and
- h. All Applicants must provide a Data Universal Numbering System (DUNS) Number (see **Federal Register Notice Use of a Universal Identifier by Grant Applicants**).

PART I - CERTIFICATIONS AND ASSURANCES

1. ASSURANCE OF COMPLIANCE WITH LAWS AND REGULATIONS GOVERNING NON-DISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS

Note: This certification applies to Non-U.S. organizations if any part of the program will be undertaken in the United States.

- (a) The recipient hereby assures that no person in the United States shall, on the bases set forth below, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under, any program or activity receiving financial assistance from USAID, and that with respect to the Cooperative Agreement for which application is being made, it will comply with the requirements of:
 - (1) Title VI of the Civil Rights Act of 1964 (Pub. L. 88-352, 42 U.S.C. 2000-d), which prohibits discrimination on the basis of race, color or national origin, in programs and activities receiving Federal financial assistance;
 - (2) Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance;
 - (3) The Age Discrimination Act of 1975, as amended (Pub. L. 95-478), which prohibits discrimination based on age in the delivery of services and benefits supported with Federal funds;
 - (4) Title IX of the Education Amendments of 1972 (20 U.S.C. 1681, et seq.), which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance (whether or not the programs or activities are offered or sponsored by an educational institution); and
 - (5) USAID regulations implementing the above nondiscrimination laws, set forth in Chapter II of Title 22 of the Code of Federal Regulations.
- (b) If the recipient is an institution of higher education, the Assurances given herein extend to admission practices and to all other practices relating to the treatment of students or clients of the institution, or relating to the opportunity to participate in the provision of services or other benefits to such individuals, and shall be applicable to the entire institution unless the recipient establishes to the satisfaction of the USAID Administrator that the institution's practices in designated parts or programs of the institution will in no way affect its practices in the program of the institution for which financial assistance is sought, or the beneficiaries of, or participants in, such programs.
- (c) This assurance is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts, or other Federal financial assistance extended after the date hereof to the recipient by the Agency, including installment payments after such date on account of applications for Federal financial assistance which was approved before such date. The recipient recognizes and agrees that such

Federal financial assistance will be extended in reliance on the representations and agreements made in this Assurance, and that the United States shall have the right to seek judicial enforcement of this Assurance. This Assurance is binding on the recipient, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this Assurance on behalf of the recipient.

2. CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal Cooperative Agreement, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction

imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

3. PROHIBITION ON ASSISTANCE TO DRUG TRAFFICKERS FOR COVERED COUNTRIES AND INDIVIDUALS (ADS 206)

USAID reserves the right to terminate this Agreement, to demand a refund or take other appropriate measures if the Grantee is found to have been convicted of a narcotics offense or to have been engaged in drug trafficking as defined in 22 CFR Part 140. The undersigned shall review USAID ADS 206 to determine if any certifications are required for Key Individuals or Covered Participants.

If there are COVERED PARTICIPANTS: USAID reserves the right to terminate assistance to or take other appropriate measures with respect to, any participant approved by USAID who is found to have been convicted of a narcotics offense or to have been engaged in drug trafficking as defined in 22 CFR Part 140.

4. CERTIFICATION REGARDING TERRORIST FINANCING IMPLEMENTING EXECUTIVE ORDER 13224

By signing and submitting this application, the prospective recipient provides the certification set out below:

1. The Recipient, to the best of its current knowledge, did not provide, within the previous ten years, and will take all reasonable steps to ensure that it does not and will not knowingly provide, material support or resources to any individual or entity that commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated, or participated in terrorist acts, as that term is defined in paragraph 3.
2. The following steps may enable the Recipient to comply with its obligations under paragraph 1:
 - a. Before providing any material support or resources to an individual or entity, the Recipient will verify that the individual or entity does not (i) appear on the master list of Specially Designated Nationals and Blocked Persons, which list is maintained by the U.S. Treasury's Office of Foreign Assets Control (OFAC) and is available online at OFAC's website : <http://www.treas.gov/offices/eotffc/ofac/sdn/t11sdn.pdf>, or (ii) is not included in any supplementary information concerning prohibited individuals or entities that may be provided by USAID to the Recipient.
 - b. Before providing any material support or resources to an individual or entity, the Recipient also will verify that the individual or entity has not been designated by the United Nations Security (UNSC) sanctions committee established under UNSC Resolution 1267 (1999) (the "1267 Committee") [individuals and entities

linked to the Taliban, Osama bin Laden, or the Al Qaida Organization]. To determine whether there has been a published designation of an individual or entity by the 1267 Committee, the Recipient should refer to the consolidated list available online at the Committee's website:

<http://www.un.org/Docs/sc/committees/1267/1267ListEng.htm>.

- c. Before providing any material support or resources to an individual or entity, the Recipient will consider all information about that individual or entity of which it is aware and all public information that is reasonably available to it or of which it should be aware.
 - d. The Recipient also will implement reasonable monitoring and oversight procedures to safeguard against assistance being diverted to support terrorist activity.
3. For purposes of this Certification-
- a. "Material support and resources" means currency or monetary instruments or financial securities, financial services, lodging, training, expert advice or assistance, safehouses, false documentation or identification, communications equipment, facilities, weapons, lethal substances, explosives, personnel, transportation, and other physical assets, except medicine or religious materials."
 - b. "Terrorist act" means-
 - (i) an act prohibited pursuant to one of the 12 United Nations Conventions and Protocols related to terrorism (see UN terrorism conventions Internet site: <http://untreaty.un.org/English/Terrorism.asp>); or
 - (ii) an act of premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents; or
 - (iii) any other act intended to cause death or serious bodily injury to a civilian, or to any other person not taking an active part in hostilities in a situation of armed conflict, when the purpose of such act, by its nature or context, is to intimidate a population, or to compel a government or an international organization to do or to abstain from doing any act.
 - c. "Entity" means a partnership, association, corporation, or other organization, group or subgroup.
 - d. References in this Certification to the provision of material support and resources shall not be deemed to include the furnishing of USAID funds or USAID-financed commodities to the ultimate beneficiaries of USAID assistance, such as recipients of food, medical care, micro-enterprise loans, shelter, etc., unless the Recipient has reason to believe that one or more of these beneficiaries commits,

attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts.

- e. The Recipient's obligations under paragraph 1 are not applicable to the procurement of goods and/or services by the Recipient that are acquired in the ordinary course of business through contract or purchase, e.g., utilities, rents, office supplies, gasoline, etc., unless the Recipient has reason to believe that a vendor or supplier of such goods and services commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts.

This Certification is an express term and condition of any agreement issued as a result of this application, and any violation of it shall be grounds for unilateral termination of the agreement by USAID prior to the end of its term.

5. CERTIFICATION OF RECIPIENT

By signing below the recipient provides certifications and assurances for (1) the Assurance of Compliance with Laws and Regulations Governing Non-Discrimination in Federally Assisted Programs, (2) the Certification Regarding Lobbying, (3) the Prohibition on Assistance to Drug Traffickers for Covered Countries and Individuals (ADS 206) and (4) the Certification Regarding Terrorist Financing Implementing Executive Order 13224 above.

RFA/APS No. _____

Application No. _____

Date of Application _____

Name of Recipient _____

Typed Name and Title _____

Signature _____

Date _____

PART II - KEY INDIVIDUAL CERTIFICATION NARCOTICS OFFENSES AND DRUG TRAFFICKING

I hereby certify that within the last ten years:

1. I have not been convicted of a violation of, or a conspiracy to violate, any law or regulation of the United States or any other country concerning narcotic or psychotropic drugs or other controlled substances.
2. I am not and have not been an illicit trafficker in any such drug or controlled substance.
3. I am not and have not been a knowing assistor, abettor, conspirator, or colluder with others in the illicit trafficking in any such drug or substance.

Signature: _____

Date: _____

Name: _____

Title/Position: _____

Organization: _____

Address: _____

Date of Birth: _____

NOTICE:

1. You are required to sign this Certification under the provisions of 22 CFR Part 140, Prohibition on Assistance to Drug Traffickers. These regulations were issued by the Department of State and require that certain key individuals of organizations must sign this Certification.
2. If you make a false Certification you are subject to U.S. criminal prosecution under 18 U.S.C. 1001.

PART III - PARTICIPANT CERTIFICATION NARCOTICS OFFENSES AND DRUG TRAFFICKING

1. I hereby certify that within the last ten years:
 - a. I have not been convicted of a violation of, or a conspiracy to violate, any law or regulation of the United States or any other country concerning narcotic or psychotropic drugs or other controlled substances.
 - b. I am not and have not been an illicit trafficker in any such drug or controlled substance.
 - c. I am not or have not been a knowing assistor, abettor, conspirator, or colluder with others in the illicit trafficking in any such drug or substance.
2. I understand that USAID may terminate my training if it is determined that I engaged in the above conduct during the last ten years or during my USAID training.

Signature: _____

Name: _____

Date: _____

Address: _____

Date of Birth: _____

NOTICE:

1. You are required to sign this Certification under the provisions of 22 CFR Part 140, Prohibition on Assistance to Drug Traffickers. These regulations were issued by the Department of State and require that certain participants must sign this Certification.
2. If you make a false Certification you are subject to U.S. criminal prosecution under 18 U.S.C. 1001.

PART IV - SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

All applications must include the Survey on Ensuring Equal Opportunity for Applicants as an attachment to the RFA package.

This survey can be found at the following website:

<http://www.usaid.gov/forms/surveyeo.doc>

PART V - OTHER STATEMENTS OF RECIPIENT

1. AUTHORIZED INDIVIDUALS

The recipient represents that the following persons are authorized to negotiate on its behalf with the Government and to bind the recipient in connection with this application or grant:

Name	Title	Telephone No.	Facsimile No.

2. TAXPAYER IDENTIFICATION NUMBER (TIN)

If the recipient is a U.S. organization, or a foreign organization which has income effectively connected with the conduct of activities in the U.S. or has an office or a place of business or a fiscal paying agent in the U.S., please indicate the recipient's TIN:

TIN: _____

3. DATA UNIVERSAL NUMBERING SYSTEM (DUNS) NUMBER

- (a) In the space provided at the end of this provision, the recipient should supply the Data Universal Numbering System (DUNS) number applicable to that name and address. Recipients should take care to report the number that identifies the recipient's name and address exactly as stated in the proposal.
- (b) The DUNS is a 9-digit number assigned by Dun and Bradstreet Information Services. If the recipient does not have a DUNS number, the recipient should call Dun and Bradstreet directly at 1-800-333-0505. A DUNS number will be provided immediately by telephone at no charge to the recipient. The recipient should be prepared to provide the following information:
 - (1) Recipient's name.
 - (2) Recipient's address.
 - (3) Recipient's telephone number.
 - (4) Line of business.
 - (5) Chief executive officer/key manager.
 - (6) Date the organization was started.

(7) Number of people employed by the recipient.

(8) Company affiliation.

- (c) Recipients located outside the United States may obtain the location and phone number of the local Dun and Bradstreet Information Services office from the Internet Home Page at <http://www.dbisna.com/dbis/customer/custlist.htm>. If an offeror is unable to locate a local service center, it may send an e-mail to Dun and Bradstreet at globalinfo@dbisma.com.

The DUNS system is distinct from the Federal Taxpayer Identification Number (TIN) system.

DUNS: _____

4. LETTER OF CREDIT (LOC) NUMBER

If the recipient has an existing Letter of Credit (LOC) with USAID, please indicate the LOC number:

LOC: _____

5. PROCUREMENT INFORMATION

- (a) Applicability. This applies to the procurement of goods and services planned by the recipient (i.e., contracts, purchase orders, etc.) from a supplier of goods or services for the direct use or benefit of the recipient in conducting the program supported by the grant, and not to assistance provided by the recipient (i.e., a sub-grant or subagreement) to a sub-grantee or subrecipient in support of the sub-grantee's or subrecipient's program. Provision by the recipient of the requested information does not, in and of itself, constitute USAID approval.

- (b) Amount of Procurement. Please indicate the total estimated dollar amount of goods and services which the recipient plans to purchase under the grant:

\$ _____

- (c) Nonexpendable Property. If the recipient plans to purchase nonexpendable equipment which would require the approval of the Agreement Officer, please indicate below (using a continuation page, as necessary) the types, quantities of each, and estimated unit costs. Nonexpendable equipment for which the Agreement Officer's approval to purchase is required is any article of nonexpendable tangible personal property charged directly to the

grant, having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

TYPE/ DESCRIPTION (Generic)	_____
QUANTITY	_____
ESTIMATED UNIT COST	_____

(d) Source, Origin, and Componentry of Goods. If the recipient plans to purchase any goods/commodities which are not of U.S. source and/or U.S. origin, and/or does not contain at least 50% componentry, which are not at least 50% U.S. source and origin, please indicate below (using a continuation page, as necessary) the types and quantities of each, estimated unit costs of each, and probable source and/or origin, to include the probable source and/or origin of the components if less than 50% U.S. components will be contained in the commodity. "Source" means the country from which a commodity is shipped to the cooperating country or the cooperating country itself if the commodity is located therein at the time of purchase. However, where a commodity is shipped from a free port or bonded warehouse in the form in which received therein, "source" means the country from which the commodity was shipped to the free port or bonded warehouse. Any commodity whose source is a non-Free World country is ineligible for USAID financing. The "origin" of a commodity is the country or area in which a commodity is mined, grown, or produced. A commodity is produced when, through manufacturing, processing, or substantial and major assembling of components, a commercially recognized new commodity results, which is substantially different in basic characteristics or in purpose or utility from its components. Merely packaging various items together for a particular procurement or relabeling items do not constitute production of a commodity. Any commodity whose origin is a non-Free World country is ineligible for USAID financing. "Components" are the goods, which go directly into the production of a produced commodity. Any component from a non-Free World country makes the commodity ineligible for USAID financing.

TYPE/DESCRIPTION	_____
QUANTITY	_____
ESTIMATED GOODS	_____
PROBABLE GOODS	_____
PROBABLE (Generic)	_____
UNIT COST	_____
COMPONENTS	_____

SOURCE	_____
COMPONENTS	_____
ORIGIN	_____

(e) Restricted Goods. If the recipient plans to purchase any restricted goods, please indicate below (using a continuation page, as necessary) the types and quantities of each, estimated unit costs of each, intended use, and probable source and/or origin. Restricted goods are Agricultural Commodities, Motor Vehicles, Pharmaceuticals, Pesticides, Rubber Compounding Chemicals and Plasticizers, Used Equipment, U.S. Government-Owned Excess Property, and Fertilizer.

TYPE/DESCRIPTION	_____
QUANTITY	_____
ESTIMATED	_____
PROBABLE	_____
INTENDED USE (Generic)	_____
UNIT COST	_____
SOURCE	_____
ORIGIN	_____

(f) Supplier Nationality. If the recipient plans to purchase any goods or services from suppliers of goods and services whose nationality is not in the U.S., please indicate below (using a continuation page, as necessary) the types and quantities of each good or service, estimated costs of each, probable nationality of each non-U.S. supplier of each good or service, and the rationale for purchasing from a non-U.S. supplier. Any supplier whose nationality is a non-Free World country is ineligible for USAID financing.

TYPE/DESCRIPTION	_____
QUANTITY	_____
ESTIMATED	_____
PROBABLE SUPPLIER	_____
NATIONALITY	_____

RATIONALE (Generic) _____

UNIT COST (Non-US Only) _____

FOR NON-US _____

(g) Proposed Disposition. If the recipient plans to purchase any nonexpendable equipment with a unit acquisition cost of \$5,000 or more, please indicate below (using a continuation page, as necessary) the proposed disposition of each such item. Generally, the recipient may either retain the property for other uses and make compensation to USAID (computed by applying the percentage of federal participation in the cost of the original program to the current fair market value of the property), or sell the property and reimburse USAID an amount computed by applying to the sales proceeds the percentage of federal participation in the cost of the original program (except that the recipient may deduct from the federal share \$500 or 10% of the proceeds, whichever is greater, for selling and handling expenses), or donate the property to a host country institution, or otherwise dispose of the property as instructed by USAID.

TYPE/DESCRIPTION (Generic) _____

QUANTITY _____

ESTIMATED _____

UNIT COST _____

PROPOSED DISPOSITION _____

6. PAST PERFORMANCE REFERENCES

Please provide past performance information per instructions in Section IV – Application and Submission Information of the RFA.

7. TYPE OF ORGANIZATION

The recipient, by checking the applicable box, represents that -

- (a) If the recipient is a U.S. entity, it operates as ☐ a corporation incorporated under the laws of the State of, ☐ an individual, ☐ a partnership, ☐ a nongovernmental nonprofit organization, ☐ a state or local governmental organization, ☐ a private college or university, ☐ a public college or university, ☐ an international organization, or ☐ a joint venture; or

- (b) If the recipient is a non-U.S. entity, it operates as ☐ a corporation organized under the laws of _____ (country), ☐ an individual, ☐ a partnership, ☐ a nongovernmental nonprofit organization, ☐ a nongovernmental educational institution, ☐ a governmental organization, ☐ an international organization, or ☐ a joint venture.

8. ESTIMATED COSTS OF COMMUNICATIONS PRODUCTS

The following are the estimate(s) of the cost of each separate communications product (i.e., any printed material [other than non-color photocopy material], photographic services, or video production services) which is anticipated under the grant. Each estimate must include all the costs associated with preparation and execution of the product. Use a continuation page as necessary.

SECTION IX – MARKING REQUIREMENTS

MARKING UNDER USAID-FUNDED ASSISTANCE INSTRUMENTS (December 2005 as modified for All Children Reading Fund in November 2011)

As outlined in this section, joint branding giving attribution to the All Children Reading Fund and its partners is required for products and materials prepared by the Recipient under the All Children Reading Fund.

a. Definitions

Commodities mean any material, article, supply, goods or equipment, excluding recipient offices, vehicles, and non-deliverable items for recipient's internal use, in administration of the USAID-funded grant, cooperative agreement, or other agreement or subagreement.

Principal Officer means the most senior officer in a USAID Operating Unit in the field, for example, USAID Mission Director or USAID Representative. For global programs managed from Washington but executed across many countries, such as disaster relief and assistance to internally displaced persons, humanitarian emergencies or immediate post conflict and political crisis response, the cognizant Principal Officer may be an Office Director, for example, the Directors of USAID/W/Office of Foreign Disaster Assistance and Office of Transition Initiatives. For non-presence countries, the cognizant Principal Officer is the Senior USAID officer in a regional USAID Operating Unit responsible for the non-presence country, or in the absence of such a responsible operating unit, the Principal U.S Diplomatic Officer in the non-presence country exercising delegated authority from USAID.

Programs mean an organized set of activities and allocation of resources directed toward a common purpose, objective, or goal undertaken or proposed by an organization to carry out the responsibilities assigned to it.

Projects include all the marginal costs of inputs (including the proposed investment) technically required to produce a discrete marketable output or a desired result (for example, services from a fully functional water/sewage treatment facility).

Public communications are documents and messages intended for distribution to audiences external to the recipient's organization. They include, but are not limited to, correspondence, publications, studies, reports, audio visual productions, and other informational products; applications, forms, press and promotional materials used in connection with USAID funded programs, projects or activities, including signage and plaques; Web sites/Internet activities; and events such as training courses, conferences, seminars, press conferences and so forth.

Subrecipient means any person or government (including cooperating country government) department, agency, establishment, or for profit or nonprofit organization that receives a USAID subaward, as defined in 22 CFR 226.2.

Technical Assistance means the provision of funds, goods, services, or other foreign assistance,

such as loan guarantees or food for work, to developing countries and other USAID recipients, and through such recipients to subrecipients, in direct support of a Development Objective – as opposed to the internal management of the foreign assistance program.

All Children Reading: A Grand Challenge for Development (Identity) means the official marking for the All Children Reading- funded activities. The official marking includes the All Children Reading logo, the USAID, the World Vision, and the Australian Agency for International Development identities (“AusAID”).

The Recipient should use the All Children Reading logo and the USAID, World Vision, and AusAID identities for all products and materials that can be accompanied by the following text:

“This product is made possible through the generous support of the All Children Reading partners: the United States Agency for International Development (USAID), World Vision and the Australian Agency for International Development. It was prepared by [Recipient] and does not necessarily reflect the views of the All Children Reading partners.”

When it is not possible or feasible to include the above text and/or the partners’ identities, the Recipient may only use the *All Children Reading* logo.

USAID Identity means the official marking for the United States Agency for International Development, comprised of the USAID logo or seal and new brandmark, with the tagline that clearly communicates that our assistance is “from the American people.” The USAID Identity is available on the USAID Web site at www.usaid.gov/branding, and USAID provides it without royalty, license, or other fee to recipients of USAID-funded grants, or cooperative agreements, or other assistance awards.

b. Marking of Program Deliverables

- (1) All recipients must mark appropriately all overseas programs, projects, activities, public communications, and commodities partially or fully funded by a All Children Reading grant or cooperative agreement or other assistance award or subaward with the appropriate All Children Reading Identity as specified above, of a size and prominence equivalent to or greater than the recipient’s, other donor’s, or any other third party’s identity or logo.
- (2) The recipient will mark all program, project, or activity sites funded by All Children Reading, including visible infrastructure projects (for example, roads, bridges, buildings) or other programs, projects, or activities that are physical in nature (for example, agriculture, forestry, water management) with the All Children Reading Identity. The recipient should erect temporary signs or plaques early in the construction or implementation phase. When construction or implementation is complete, the recipient must install a permanent, durable sign, plaque, or other marking.

- (3) The recipient will mark technical assistance, studies, reports, papers, publications, audio-visual productions, public service announcements, Web sites/Internet activities and other promotional, informational, media, or communications products funded by All Children Reading with the full All Children Reading Identity as specified above, accompanied by the required text. .
- (4) The recipient will appropriately mark events financed by All Children Reading, such as training courses, conferences, seminars, exhibitions, fairs, workshops, press conferences and other public activities, with the appropriate All Children Reading Identity as specified above. Unless directly prohibited and as appropriate to the surroundings, recipients should display additional materials, such as signs and banners, with the appropriate All Children Reading Identity as specified above. In circumstances in which the All Children Reading Identity cannot be displayed visually, the recipient is encouraged otherwise to acknowledge support from the All Children Reading partners.
- (5) The recipient will mark all commodities financed by All Children Reading, including commodities or equipment provided under humanitarian assistance or disaster relief programs, and all other equipment, supplies, and other materials funded by All Children Reading, and their export packaging with the appropriate All Children Reading Identity as specified above.
- (6) The Agreement Officer may require the All Children Reading Identity to be larger and more prominent if it is the majority donor, or to require that a cooperating country government's identity be larger and more prominent if circumstances warrant, and as appropriate depending on the audience, program goals, and materials produced.
- (7) The Agreement Officer may require marking with the All Children Reading Identity in the event that the recipient does not choose to mark with its own identity or logo.
- (8) The Agreement Officer may require a pre-production review of All Children Reading-funded public communications and program materials for compliance with the approved Marking Plan.
- (9) Subrecipients. To ensure that the marking requirements "flow down" to subrecipients of subawards, recipients of All Children Reading-funded grants and cooperative agreements or other assistance awards will include the All Children Reading-approved marking provision in any All Children Reading-funded subaward, as follows:

"As a condition of receipt of this subaward, marking with the appropriate All Children Reading Identity of a size and prominence equivalent to or greater than the recipient's, subrecipient's, other donor's, or third party's is required. In the event the recipient chooses not to require marking with its own identity or logo by the subrecipient, USAID

may, at its discretion, require marking by the subrecipient with the appropriate All Children Reading Identity.”

- (10) Any ‘public communications’, as defined in 22 CFR 226.2, funded by All Children Reading, in which the content has not been approved by All Children Reading, must contain the following disclaimer:

“This study/report/audio/visual/other information/media product (specify) is made possible through the generous support of the All Children Reading Founding Partners: the USAID, the World Vision, and the Australian Agency for International Development identities. It was prepared by [Recipient] and does not necessarily reflect the views of the All Children Reading partners.”

- (11) The recipient will provide the Cognizant Technical Officer (CTO) or other USAID personnel designated in the grant or cooperative agreement with two copies of all program and communications materials produced under the award. In addition, the recipient will submit one electronic or one hard copy of all final documents to USAID’s Development Experience Clearinghouse.

c. Implementation of marking requirements

- (1) When the grant or cooperative agreement contains an approved Marking Plan, the recipient will implement the requirements of this provision following the approved Marking Plan.
- (2) When the grant or cooperative agreement does not contain an approved Marking Plan, the recipient will propose and submit a plan for implementing the requirements of this provision within 30 days after the effective date of the award [for cooperative agreements]. The plan will include:
 - (i) A description of the program deliverables specified in paragraph b. of this provision that the recipient will produce as a part of the grant or cooperative agreement and which will visibly bear the All Children Reading Identity.
 - (ii) The type of marking and what materials the applicant uses to mark the program deliverables with the All Children Reading Identity,
 - (iii) When in the performance period the applicant will mark the program deliverables, and where the applicant will place the marking,
- (3) The recipient may request program deliverables not be marked with the All Children Reading Identity by identifying the program deliverables and providing a rationale for not marking these program deliverables. Program deliverables may be exempted from All Children Reading marking requirements when:

- (i) All Children Reading marking requirements would compromise the intrinsic independence or neutrality of a program or materials where independence or neutrality is an inherent aspect of the program and materials;
 - (ii) All Children Reading marking requirements would diminish the credibility of audits, reports, analyses, studies, or policy recommendations whose data or findings must be seen as independent;
 - (iii) All Children Reading marking requirements would undercut host-country government “ownership” of constitutions, laws, regulations, policies, studies, assessments, reports, publications, surveys or audits, public service announcements, or other communications better positioned as “by” or “from” a cooperating country ministry or government official;
 - (iv) All Children Reading marking requirements would impair the functionality of an item;
 - (v) All Children Reading marking requirements would incur substantial costs or be impractical;
 - (vi) All Children Reading marking requirements would offend local cultural or social norms, or be considered inappropriate;
 - (vii) All Children Reading marking requirements would conflict with international law.
- (4) The proposed plan for implementing the requirements of this provision, including any proposed exemptions, will be negotiated within the time specified by the Agreement Officer after receipt of the proposed plan. Failure to negotiate an approved plan with the time specified by the Agreement Officer may be considered as noncompliance with the requirements of this provision.

d. Waivers

- (1) The recipient may request a waiver of the Marking Plan or of the marking requirements of this provision, in whole or in part, for each program, project, activity, public communication or commodity, or, in exceptional circumstances, for a region or country, when All Children Reading-required marking would pose compelling political, safety, or security concerns, or when marking would have an adverse impact in the cooperating country. The recipient will submit the request through the Agreement Officer’s Technical Representative (AOTR). The Principal Officer is responsible for approvals or disapprovals of waiver requests.
- (2) The request will describe the compelling political, safety, security concerns, or adverse impact that require a waiver, detail the circumstances and rationale for the

waiver, detail the specific requirements to be waived, the specific portion of the Marking Plan to be waived, or specific marking to be waived, and include a description of how program materials will be marked (if at all) if the All Children Reading Identity is removed. The request should also provide a rationale for any use of recipient's own identity/logo or that of a third party on materials that will be subject to the waiver.

- (3) Approved waivers are not limited in duration but are subject to Principal Officer review at any time, due to changed circumstances.
- (4) Approved waivers "flow down" to recipients of subawards unless specified otherwise. The waiver may also include the removal of All Children Reading markings already affixed, if circumstances warrant.
- (5) Determinations regarding waiver requests are subject to appeal to the Principal Officer's cognizant Assistant Administrator (AA). The recipient may appeal by submitting a written request to reconsider the Principal Officer's waiver determination to the cognizant AA.

- e. **Non-retroactivity.** The requirements of this provision do not apply to any materials, events, or commodities produced prior to January 2, 2006. The requirements of this provision do not apply to program, project, or activity sites funded by USAID, including visible infrastructure projects (for example, roads, bridges, buildings) or other programs, projects, or activities that are physical in nature (for example, agriculture, forestry, water management) where the construction and implementation of these are complete prior to January 2, 2006 and the period of the grant does not extend past January 2, 2006.

APPENDIX 1 – REFERENCE DOCUMENTS

USAID Education Strategy 2011-2015

http://www.usaid.gov/our_work/education_and_universities/documents/USAID_ED_Strategy_feb2011.pdf

Early Grade Reading: Igniting Education For All

<https://www.eddataglobal.org/documents/index.cfm/early-reading-report-revised.pdf>

Information on the Early Grade Reading Assessment

<https://www.eddataglobal.org/reading/index.cfm>

APPENDIX 2 – ELIGIBLE COUNTRY LIST

Activities implemented in the following countries may be eligible to receive funding from at least one of the funding organizations in the All Children Reading Competition:

Afghanistan	Guinea	Pakistan
Albania	Guinea-Bissau	Palau
Angola	Guyana	Papua New Guinea
Armenia	Haiti	Peru
Bangladesh	Honduras	Philippines
Benin	India	Romania
Bhutan	Indonesia	Rwanda
Bolivia	Iraq	Samoa
Bosnia and Herzegovina	Jamaica	Sao Tome & Principe
Brazil	Jordan	Senegal
Burkina Faso	Kenya	Sierra Leone
Burma	Kiribati	Solomon Islands
Burundi	Kosovo	Somalia
Cambodia	Kyrgyzstan	South Africa
Cameroon	Laos	South Sudan
Central African Republic	Lebanon	Sri Lanka
Chad	Lesotho	Swaziland
Chile	Liberia	Tajikistan
China	Macedonia	Tanzania
Colombia	Madagascar	Thailand
Cook Islands	Malawi	The Gambia
Costa Rica	Mali	Timor Leste
Côte d'Ivoire	Marshall Islands	Togo
Democratic Republic of Congo	Mauritania	Tonga
Djibouti	Mexico	Tunisia
Dominican Republic	Moldova	Turkmenistan
Ecuador	Mongolia	Tuvalu
Egypt	Morocco	Uganda
El Salvador	Mozambique	Vanuatu
Ethiopia	Nauru	Vietnam
Federated States of Micronesia	Nepal	West Bank and Gaza
Fiji	Nicaragua	Yemen
Georgia	Niger	Zambia
Ghana	Nigeria	Zimbabwe
Guatemala	Niue	

APPENDIX 3 – THEORY OF CHANGE CHART

ACTIVITIES What specific activities and milestones will this work produce?	INTERMEDIATE OBJECTIVES What impact do you hope this work will have in the near term? Identify the <i>target audience</i> for each deliverable.	INDICATORS How will you measure whether your work is making progress toward these outcomes?	DEVELOPMENT IMPACT What do you hope this work will achieve in the long term, i.e. beyond the grant period?

APPENDIX 4 – BUDGET & BUDGET NARRATIVE PRIMER

Budget:

The following object class categories are illustrative of those required on USAID Form 424A (Section B – Budget Categories):

Personnel

The category includes the salary of each long-term and short-term, paid position for the total estimated life-of-project, except consultants, and the projected cost-of-living or bonus/merit increase for each position.

Fringe Benefits

This category includes the amount and percentage of fringe benefits for each headquarters and field personnel identified above. Include here all allowances such as housing, schooling, leave benefits and other items.

Travel

This category includes all projected travel, per diem and other related costs for personnel except consultants. Include the method by which airfare costs were determined; i.e. quotes for coach and if per diems are based on established policies.

Equipment

In accordance with 22 CFR 226, ‘equipment’ means tangible non-expendable personal property, including exempt property charged directly to the award having a useful life of more than one year and an acquisition cost of US \$5,000 or more per unit. Information should be included in the application on how pricing was determined for each piece of the equipment.

There are statutory constraints relating to the purchase of agricultural commodities, motor vehicles, pharmaceuticals, pesticides, rubber compounding chemicals and plasticizers, used equipment and fertilizer with USAID project funds. Applicants may obtain specific information on these regulations on USAID Web Site at <http://www.usaid.gov/pubs/ads>.

Supplies

In accordance with 22 CFR 226, ‘supplies’ means all personal property excluding equipment, intangible property, debt instruments and interventions.

Contractual Services

This category is for all subcontracts with organizations, which will provide services to the project and any short- or long-term consultant cost including fees, travel and per diem. This category is not to be used for sub-grant, which should be included in other direct costs.

Construction

N/A

Other Direct Costs

Applicants are to identify all costs associated with training of project personnel.

Applicants planning to use USAID funds to send project staff or local counterparts for training in the U.S. or a country other than the host country, will be required to follow the guidance on USAID Participant Training Regulations, which may be found on the USAID Web Site <http://www.usaid.gov/pubs/ads>.

The Applicant should provide information on any costs attributed to the project not associated above; i.e., communications, facilitate, fuel vehicles, repair, maintenance and insurance.

Please note that costs associated with Branding and Marking, such as logos, signage, etc. should be included as a line item in the budget.

Indirect Charges

Include a copy of the Applicant's most recent negotiated indirect cost rate agreement (NICRA) from the cognizant audit agency showing the overhead and/or general administrative rate. In the absence of a NICRA all costs must be charged as direct costs.

Budget Narrative:

A narrative that justifies the proposed costs as appropriate and necessary for the successful completion of the program should be included with the budget. The narrative must provide clear explanations for cost reasonableness, particularly when proposed costs exceed market rates.

APPENDIX 5 – PAST PERFORMANCE INFORMATION

APPLICANT PERFORMANCE REPORT - SHORT FORM
PART I: Applicant Information (to be completed by Prime)
1. Name of Awarding Entity:
2. Award Number:
3. Award Type:
4. Value (TEC): (if subaward, subaward value)
5. Problems: (if problems encountered on this contract, explain corrective action taken)
6. Contacts: (Name, Telephone Number and E-mail address)
6a. Contracting/Agreement Officer:
6b. Technical Officer:
6c. Other:
7. Contractor:
8. Information Provided in Response to RFA No. :
PART II: Performance Assessment (to be completed by Agency)
1. Quality of product or service, including consistency in meeting goals and targets, and cooperation and effectiveness of the Prime in fixing problems. Comment:
2. Cost control, including forecasting costs as well as accuracy in financial reporting. Comment:
3. Timeliness of performance, including adherence to contract schedules and other time-sensitive project conditions, and effectiveness of home and field office management to make prompt decisions and ensure efficient operation of tasks. Comment:
4. Customer satisfaction, including satisfactory business relationship to clients, initiation and management of several complex activities simultaneously, coordination among subcontractors and developing country partners, prompt and satisfactory correction of problems, and cooperative attitude in fixing problems. Comment:
5. Effectiveness of key personnel including: effectiveness and appropriateness of personnel for the job; and prompt and satisfactory changes in personnel when problems with clients were identified. Comment:

[Note: The actual dollar amount of awards, if any, (awarded to the Prime) must be listed in Block 4 instead of the Total Estimated Cost (TEC) of the overall award. In addition, a Prime may submit attachments to this past performance table if the spaces provided are inadequate; the evaluation factor(s) must be listed on any attachments.]