

Date Issued: February 27, 2014

Questions Due Date: March 21, 2014 at 14:00 EST

Closing Date: April 10, 2014 at 14:00 EST

Subject: Request for Applications (RFA) All Children Reading: A Grand Challenge for Development, Round 2 Grant Competition

Dear Prospective Applicant:

The United States Government, represented by the United Agency for International Development (USAID), Bureau for Economic Growth, Agriculture, and Trade (EGAT), Office of Education (ED), World Vision, Inc. (WVUS), and World Vision Australia (WVAus) (collectively herein "World Vision") and the Australian Government, seek applications for technology-based innovations from eligible organizations (as defined in the RFA) to support "All Children Reading: A Grand Challenge for Development, Round 2, Grant Competition." A minimum of US \$2,700,000 will be made available for awards under the RFA. The amount of available funding is subject to change.

All questions and application materials must be submitted online through our provider, Innocentive, at: <https://www.omnicompete.com/acrgcd.html,competition-88> no later than 2 PM EST (14:00) on March 21, 2014. Concept Notes are due at 2:00 P.M. EST (14:00) on April 10, 2014. The RFA can be accessed at www.allchildrenreading.org or www.grants.gov. World Vision bears no responsibility for data errors resulting from transmission or conversion processes. Amendments to this RFA may be issued and will be posted on the same website from which you downloaded this RFA. Applicants are advised to regularly check the website for amendments and are encouraged to sign up for RFA update notifications.

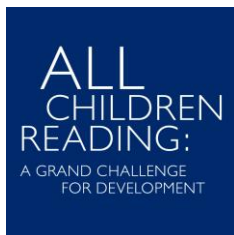
Issuance of this RFA does not constitute an award commitment on the part of World Vision on behalf of All Children Reading: A Grand Challenge for Development (ACR GCD) Partners, nor does it commit the ACR GCD Partners to costs incurred in the preparation and submission of applications. The ACR GCD Partners reserves the right to reject any or all applications received.

Thank you for your consideration of this important initiative to improve literacy for children. We look forward to your organization's participation.

Sincerely,

Grace Buck
Senior Contracts Officer
World Vision, Inc.





Request for Applications

All Children Reading: A Grand Challenge for Development

Round 2 Grant Competition

| Request for Application Announcement | Questions Due Date | Concept Note Due Date | Request for Full Application Notification | Full Application Due Date |
|--------------------------------------|--------------------|-----------------------|---|---------------------------|
| 27 FEBRUARY 2014 | 21 MARCH 2014 | 10 APRIL 2014 | 2 JUNE 2014 | 15 JULY 2014 |



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ACRONYMS

| | |
|---------|--|
| ACR GCD | All Children Reading: A Grand Challenge for Development |
| EGRA | Early Grade Reading Assessment |
| FBO | Faith-Based Organization |
| GCD | Grand Challenges for Development |
| ICT | Information and Communications Technology |
| IRB | Institutional Review Board |
| M&E | Monitoring and Evaluation |
| NGO | Nongovernmental Organization |
| NICRA | Negotiated Indirect Cost Rate Agreement |
| OFAC | Office of Foreign Assets Control |
| PIRLS | Progress in International Reading Literacy Study |
| PVO | Private Voluntary Organization |
| RFA | Request for Application |
| WCPM | Words Correct per Minute |
| WHO | World Health Organization |
| WV | World Vision |
| WVAus | World Vision Australia |
| WVUS | World Vision, Inc. |
| UN | United Nations |
| UNESCO | United Nations Education, Scientific and Cultural Organization |
| USAID | United States Agency for International Development |

COMMONLY USED TERMS AND DEFINITIONS

Children with Disabilities: All children with disabilities, including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others.

Early Grade Reading: Targeted focus on improving reading for students in early primary education (i.e. grades/levels one to three).

Institutional Review Board: Reviews the ethics of all proposed research methods, also known as an independent ethics committee or ethical review board.

Local Organization: The ACR GCD Partners strongly encourage applications from Local Organizations. To be considered a 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 the 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.

Mother Tongue Instruction: Reading instruction provided in the first language a child learns or a language a child speaks and understands well.

Nontraditional Learning Environment: Activities which take place outside of designated school hours, at a variety of locations, between students, families and community members.

Psycho-Social: Relates to one's psychological development in, and interaction with, a social environment.

Student: For the purposes of this Request for Application (RFA), student refers to all children engaged in traditional and nontraditional learning environments.

Technology-Based Innovation: A broad range of information and communications technologies, audio and video media. These can include: hardware, software, and Internet and mobile applications (among other platforms) to teach, provide practice, or support the improvement of reading skills.

Traditional Learning Environment: Activities which take place at a school where formal instruction is provided by teachers during designated hours.

1. OVERVIEW

1.1 Grand Challenges for Development

Grand Challenges for Development (GCD) offer innovators opportunities to apply their scientific and technological expertise to develop **solutions** to clearly defined development problems. USAID seeks partners, problem solvers, and scalable solutions to foster a movement to **solve** these problems for good and improve lives. In this new approach, USAID articulates problem statements, not predetermined solutions. USAID invites a broader range of actors, including foundations, corporations, and individuals to engage in solving these challenges. USAID believes that by focusing global attention on the problems, stimulating the participation of a diverse set of problem solvers, and increasing connections across communities and support networks, solutions can be scaled and progress can be made. More information on GCD can be found at <http://www.usaid.gov/grandchallenges>.

All Children Reading: A Grand Challenge for Development (ACR GCD) is a partnership between the United States Agency for International Development (USAID), World Vision, Inc. (WVUS), World Vision Australia (WVAus), and the Australian Government, referred to as the **ACR GCD Partners**. ACR GCD Round 1 called on innovators around the world to develop scalable solutions to increase literacy among children in developing countries. Round 1, launched in 2012, funded 32 organizations and universities in 22 countries. It focused on improving the design, production, distribution, and use of high-quality, appropriate teaching and learning materials. Round 1 also aimed to ensure quality and increase the accessibility of education data and information that supported decision-making, incentives, transparency, and accountability. More information on ACR GCD Round 1 can be found at www.allchildrenreading.org.

The **Round 2 Grant Competition** aligns with the GCD model's focus on science and technology. Round 2 requires new technology-based innovations in three focus areas: Mother Tongue Instruction and Reading Materials, Family and Community Engagement, and Children with Disabilities. The ACR GCD Partners seek applications for Round 2 focused on technologies which provide innovative solutions to achieve the ACR GCD's goal to improve reading scores of students in early primary education (i.e. grades/levels one to three). Many of these students have not achieved levels where they read with sufficient comprehension to use reading to learn. Through the ACR GCD Round 2 Grant Competition, the Partners seek effective, low-cost, technology-based innovations that address problems which prevent children from learning to read.

1.2 All Children Reading Round 2, Grant Competition

The ACR GCD Partners seek applications for Round 2 focused on technology-based innovations to achieve the ACR GCD's goal to improve the reading scores of students in grades/levels one to three. The ACR GCD Round 2 hypothesis is that technology-based innovations implemented in an education system in appropriate, sustainable, and cost-effective ways can improve student reading scores (as measured by a simple reading assessment) compared to similar students in

education systems not supported by technology-based innovations. The expected outcome of Round 2 is: **Improved reading scores for students,¹** which will be supported by Output 1: **Increased use of ICT for improved reading.²**

To achieve the outcome above, Applicants must choose to address a specific problem in one of the following focus areas.

- 1. Mother Tongue Instruction and Reading Materials**
- 2. Family and Community Engagement**
- 3. Children with Disabilities**

The ACR GCD Round 2 Grant Competition promotes the development of innovations that draw on current research findings that are **technology-based** to address pressing problems which contribute to low reading scores in the three focus areas. For the purposes of this competition, “technology-based innovation” is defined as a broad range of information and communications technologies, and audio and video media paired with appropriate content to improve reading. These can include: hardware, software, and Internet and mobile applications (among other platforms) to teach, provide practice, or support the improvement of reading skills. The ACR GCD Partners are open to expanding this definition if the innovation represents a new technology-based approach or an improvement of an existing approach to solve a specific problem in one of the three focus areas. Innovations can represent stand-alone technologies or technologies that play a part in a specific set of activities.

This RFA calls on for-profit companies, nongovernmental (NGO) organizations and associations, academic and educational research institutions, faith-based organizations, civil society organizations, and foundations (or partnerships among them) to help us identify technology-based innovative solutions to improve reading. Applicants are encouraged to “think outside of the box,” using creative practices and methodologies to develop technology-based innovations that are clearly linked to improving student reading scores in early primary education. The ACR GCD welcomes new technology-based innovations or existing innovations to be applied in new focus areas, environments, settings, or scales.

Each Applicant must choose one of the following strategies:

Strategy 1: Development and Innovation – This type of strategy focuses on the development of **new** technology-based innovations that improve student reading scores when implemented in traditional and/or nontraditional learning environments.

¹ Students in traditional and nontraditional learning environments.

² This may include use by education leadership, administrative and managerial staff, and families and community stakeholders.

Strategy 2: Efficacy and Replication – This strategy focuses on testing the effectiveness of **previously piloted** or **existing** technology-based innovation in a new focus area, geographic environment (country, region, city), setting (nontraditional school, home, community center, library), or at greater scale for replication purposes.

The focus areas and strategies are further explained in Sections 3 and 4 below. **All innovations must demonstrate a clear connection to Outcome 1: Improved reading scores for students.**

2.0 BACKGROUND

Since 2000, governments, international donor agencies, NGOs, and other institutions have rallied around the United Nations 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.³

As a result, there have been significant increases in primary enrollment worldwide, particularly in developing countries. For example, enrollment in sub-Saharan Africa increased by 66 percent between 1999 and 2011, and the net enrollment rate in South and West Asia reached 93 percent by 2011.⁴ However, learning levels remain low. 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 Organization for Economic Cooperation and Development distribution.⁵

Though a child's future is not solely dependent on their ability to read, reading is a critical precondition for skills development. Children who do not develop reading skills during early primary education are on a lifetime trajectory of limited educational progress and, therefore, limited economic opportunities. Early grade reading competency is critical for continued retention and success in future grades and the educational achievement of a country's population is directly correlated with its economic growth rate. An increase in the average educational attainment of a country's population by one year increases annual per capita GDP growth from 2 percent to 2.5 percent.⁶

Please reference Appendix 1 - *Early Grade Reading Projects in Less Developed Countries*, for more research on how children acquire and improve reading skills in developing countries.

³ *Millennium Development Goals and Beyond 2015*, The United Nations. <http://www.un.org/millenniumgoals/education.shtml> (2013).

⁴ *Education for All Global Monitoring Report*, United Nations Education Scientific and Cultural Organization (UNESCO) 2014, 52.

⁵ Gove, A. and P. Cvelich, *Early Grade Reading: Igniting Education For All*, Research Triangle, NC: Research Triangle Institute, 2011.

⁶ *Education for All Global Monitoring Report*, UNESCO 2014, 151.

3.0 FOCUS AREAS

The ACR GCD Round 2 Grant Competition seeks technology-based solutions that address identified gaps in current education systems. There are a multitude of problems which prevent children from learning to read. The ACR GCD Partners recognize that technology will not solve all problems in the education system, but can be instrumental in closing some of the gaps. Within each focus area described below, Applicants must choose to address one of the specified problems, and provide a justification of the demand for their innovation, based on a targeted market assessment or documented secondary evidence. All innovations must be useable by both males and females and must be applicable in low resource settings. Four key decisions must be made in the design of all applications, including choosing a focus area and problem to address. Please refer to the **Key Decisions** box for assistance.

3.1 Focus Area 1: Mother Tongue Instruction and Reading Materials

Research shows that children learn to read best in a language they speak and understand well. This language can be a child's mother tongue or another language the child speaks and understands because it is commonly spoken in their household or community. Children learn to read best in a language they know because they already have vocabulary and semantic structural understanding. Therefore, they have a distinct learning advantage over children working to assimilate and understand a new language at the same time that they are learning to read.

Key Decisions

Decision #1: Choose a focus area.

Decision #2: Choose a specific Problem to address within the focus area.

Decision #3: Choose a strategy.

Decision #4: Define how results will be measured.

That said, millions of children around the world are required to learn to read in a language they do not speak or understand well. For these children, the language of instruction they encounter in schools and textbooks is often their country's official language, such as French, English, Portuguese, Mandarin, Modern Standard Arabic, Spanish, or Swahili. Practicing reading at home or in the community, when few adults are fluent or literate in the official language and few materials are available, is also extremely difficult.⁷ Although some students in these environments will learn to read, many will not, which is costly in both economic and psycho-social terms.

While many policymakers and authorities in Ministries of Education around the world are aware of this, the question of how to allocate limited education sector resources to enable children to read in their mother tongue language remains difficult. In some countries, there is only one or only a few mother tongues. In those countries, the mother tongue(s) should be used for early reading acquisition. In countries where regional languages are used, providing additional support

⁷ Recognizing that not all governments will be supportive of instruction in languages other than the country's official language, applicants must provide proof of support for the proposed project by appropriate government authorities.

for young students in their mother tongues will improve early reading acquisition. Ministries of Education in countries with 20, 40, or even hundreds of spoken languages sensibly wonder where the resources will come from to train teachers and print books in all of those languages. In these countries, careful identification and mapping of a common language for each school will facilitate teacher assignments, textbook distribution, and national assessment.

Applicants for this focus area must choose to concentrate their newly developed technology-based innovation or previously piloted or existing technology-based innovations around one of the problems below:

1. **Mapping:** Ministries and other authorities do not have the resources to identify and map a mother tongue or common language(s) for each of their schools with precision, and in a timely and cost-effective manner.
2. **Materials:** Reading curricula, textbooks, supplementary reading materials, lesson plans and reference materials:
 - A. Are not developed or published in some, or all, of the common languages;
 - B. Are too advanced or inappropriate for use by early primary students and do not build on student's oral language skills;
 - C. Are not available in sufficient quantity to serve the student population for which they are appropriate; and/or
 - D. Exist and are relevant in another country, but inaccessible to the student population in the proposed area.
3. **Training:** Pre-service and in-service training programs in appropriate languages do not exist or are of poor quality, and inadequately address the transition to the country's official language in a multilingual education setting.

3.2 Focus Area 2: Family and Community Engagement

Family and other members of a child's community represent a greatly underutilized resource for improving children's literacy. However, many factors at the home and community level affect a family's capacity to prioritize and sustain learning achievements for their children, such as food insecurity, poor health and nutrition, and family members' own experience with education. All of these factors impact attendance and learning. Despite these obstacles, it is critical for family members to be involved in a child's education. Children will likely spend more time learning and be more productive learners when their families dedicate resources and (productive) time to their education.⁸ In particular, a child's motivation to learn can be influenced by parental expectation.⁹ Furthermore, parental time allocation to a child's learning and resource commitment to educational assets in the home can have an impact on their learning.¹⁰

⁸ Banerji, Rukmini, Berry, James, Shotland, Marc, *The Impact of Mother Literacy and Participation Programs on Child Learning: Evidence from a Randomized Evaluation in India*. ASER Center. Cornell University, Poverty Action Lab, 2013.

⁹ Ibid.

¹⁰ Ibid.

Recognizing the influence of family and community factors on a child's learning process, it is important for parents, family, and other community members to engage in activities that support learning to read in homes, communities, and schools. Reading must also be enjoyable for children. This is only possible when children have appropriate and sufficient reading content that is interesting and relevant to their experiences at home, in their communities, and at school. However, simply having access to books at home is not sufficient. Family members, regardless of their literacy levels, need to be able to engage with their children in reading to motivate them and follow up on their progress. Requiring family members to monitor children's reading is one way teachers can encourage parents to have ownership of the education process. Enhanced communication and transparency on a child's performance in the classroom are also necessary. Teachers need support and recognition from communities to perform effectively, and families need guidance from teachers and other school personnel to understand how they can support their children's learning.¹¹

With this background, Applicants for this focus area must choose to concentrate their newly developed technology-based innovation, or previously piloted or existing technology-based innovations around one of the problems below:

1. **Education Data:** Families and communities do not have access to timely information on their child's reading scores to advocate for improved early grade reading instruction at the local level. Availability of data that is easy to understand is critical to raise communities' expectations for improvements in literacy.¹²
2. **Readiness:** Students entering the first year of primary school are often expected to read at grade level, but many have never encountered printed text. Children are also often nutritionally and cognitively unprepared to begin to learn to read. Overage children entering primary school frequently come from very difficult circumstances that prevented them from regularly attending school and learning to read in early grades. Increased family and community support for these children can greatly improve their readiness for reading.
3. **Remediation:** Early identification and intensive remediation efforts are often unavailable for children shown to be at risk of failing to learn to read by grade/level three. Part of this challenge is due to inconsistent assessment of children's reading levels at school. This inconsistency makes it difficult for families and teachers to identify when children are struggling to read and to develop a plan for productive remediation.

¹¹ Kintz, Ginny, *First Principles: Community Engagement in Education Programs, Compendium*, EQUIP1, USAID. American Institutes for Research and CARE. http://www.equip123.net/docs/E1-FP_CommEng_Comp_Web.pdf, (2011).

¹² Gove, A and P. Cvelich, *Early Reading: Igniting Education for All, A report by the Early Grade Learning Community of Practice*, Revised Edition. Research Triangle Park, NC: Research Triangle Institute, 2011.

3.3 Focus Area 3: Children with Disabilities

Global estimates suggest that the number of children, ages 0 to 14 years, with a disability ranges between 93 million and 150 million. Yet only between 1 percent and 3 percent of these children are in school.¹³ Of those who do attend school, the proportion that complete primary education is ten percentage points lower than children who do not have a disability. Fewer girls with disabilities attend school than boys.¹⁴ Education systems may not accommodate all children's needs. Schools are often inaccessible for children with disabilities, either because of the building design, or because of existing policy or attitudes toward children with disabilities. Teachers, parents, siblings, other family members, schools, and communities can all play an important role in improving reading for children with disabilities. However, barriers such as access, availability of materials, lack of teachers, cultural attitudes, resources, data, and time often prevent this assistance.

For the purposes of this RFA, the term “children with disabilities” applies to all children with disabilities, including those who have long-term physical, mental, intellectual, or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others.¹⁵ Education systems that lack equal access for all students prevent students with disabilities from reading at their full potential. For example, by some estimates, 20 percent of children in the United States suffer from some form of dyslexia. However, with access to assistive technologies, the majority of these children read at grade level. Few statistics on dyslexia in developing countries exist, but evidence suggests that much higher rates exist than in the U.S. Further complicating this barrier is the fact that assistive technologies are not available, affordable, or designed for utilization in low-resource settings.

Policies could be developed to meet the needs of children with disabilities, but education systems need assistance in advancing evidence of what works within the education system. The ACR GCD Round 2 seeks technology-based solutions that address barriers (i.e. access, attitude, infrastructure, communication, etc.) that prevent children with disabilities from learning to read.

With this background, the Applicants in this focus area must choose to concentrate their newly developed technology-based innovation, or previously-piloted or existing technology-based innovation around one of the problems below:

1. **Access:** Educational systems do not provide children and/or their teachers with the assistive technologies they need to read. For example, students with visual impairments often do not have access to Braille or auditory sources of text, nor do teachers have

¹³ *Convention on the Rights of Persons with Disabilities*, The United Nations, <http://www.un.org/disabilities/default.asp?id=150>, (2007).

¹⁴ *World Report on Disability*, World Health Organization, http://www.who.int/disabilities/world_report/2011/en/index.html, (2011).

¹⁵ *UN Enable -Frequently Asked Questions*, <http://www.un.org/disabilities/default.asp/english/default.asp?navid=12&pid=25#1>, (2010).

training to use them. Furthermore, students with mobility or dexterity disabilities do not have classrooms with accommodations that help them learn to read.

2. **Teacher Training:** Frequently, the education system does not provide training to teachers to adapt their reading instruction to assist students with disabilities in learning how to read.

3. **Data Tracking:** Ministries of Education do not have adequate data on the number of children with disabilities and cannot effectively advocate for systemic change to expand and accelerate successful programming models that adequately accommodate children with disabilities.

4. STRATEGIES

As noted above, each Applicant must choose which type of technology-based innovation strategy is being proposed. Both strategies require the Applicant to propose projects that encourage the use, revision, or replication of the innovation, or tools that enable the adoption, maintenance, or production of the innovation. Applicants must also demonstrate demand for their innovation, strategies for growth, financing, stakeholder buy-in, risk analysis, sustainability and building partnerships.

4.1 Strategy 1: Development and Innovation

Under Strategy 1, Applicants are required to develop **new** technology-based innovations that are designed to improve student reading scores when implemented in traditional and/or nontraditional educational settings.¹⁶ Technology-based tools and/or platforms must be part of the innovation. This strategy encompasses innovation development and innovation testing.

Applicants should specify a timeline for completing the cycle of development and innovation design, field testing (pilot), and revisions for improvements of the innovation based on the results of the field test. During the field test (pilot), evidence should be provided that the innovation will achieve valid and reliable results to improve student reading scores. Once piloted with a sufficiently large sample size, as determined by the grantee and the ACR GCD Partners, the grantee must articulate recommended revisions, potential scale, reproducibility, and sustainability of the innovation in the final report. However, the grantee is not required to field test revisions or scale up as part of this grant. Funding may be available after the period of performance to scale up exceptionally viable innovations.

¹⁶ Note: These strategies are adapted from education research developed by the Department of Education and the National Science Foundation. The ACR GCD Partners used source documents by drawing from the language in RFA 84.305A as a resource for guiding future education research. The Institute of Education Sciences, Request for Applications: Education Research Grants CFDA Number: 84.305A. Washington, DC: Institute of Education Sciences, U.S. Department of Education, (2013).

An example: Researchers at a university have an idea for a new technology to improve access to reading materials for children with disabilities. Following a needs and market assessment or similar research, they believe the innovation is viable, sustainable, and has adequate demand. This type of Applicant could apply for funding under Strategy 1.

4.2 Strategy 2: Efficacy and Replication

Under Strategy 2, Applicants focus on testing the effectiveness of previously piloted technology-based innovations in a new focus area, geographic environment (country, region, city), setting (school, nontraditional school, home, community center, library), or at greater scale for replication and scale-up purposes. Strategy 2 incorporates both new technology-based innovation adaptation and replication testing.

Applicants must provide evidence (in terms of reading scores) as to the effectiveness of previously piloted technology-based innovations that they wish to replicate. Sufficient evidence must also be provided to support why the innovation should be applied in another focus area, geographic environment, or setting, and why the particular focus area, geographic environment, or setting was selected for potential replication. This can apply to recently developed or long-standing technology-based innovations. The Applicant must also articulate a description of conditions and proposed adaptations required for replication purposes. Applicants must investigate the fidelity of the intervention to determine how sustainable the technology-based innovation is in the community or school (i.e. administrative support required, school/district/national level supportive policy environment, household-level commitment, and resources, tools, connectivity requirements, etc.).

An example: A private company in Kenya has successfully piloted a type of digital reading technology in several districts in Nairobi, as determined by increases in reading scores in those districts following project implementation. Now they would like to expand the technology to rural districts. This type of Applicant could apply for funding under Strategy 2.

5. WHAT WE WILL NOT FUND

1. Applications that do not propose a technology-based innovation focused on improving student reading in early primary education (i.e. grades/levels one to three).
2. Applications that do not present a coherent plan showing links between the proposed innovation and the outcome and output articulated in Section 1.
3. Applications that do not present a strong framework for monitoring and evaluation (M&E) that specifically demonstrates how a student's achievement in reading will be measured as a component of the project, or that do not provide concrete targets for improvement based on the development hypothesis reflected in the application.
4. Applications that do not propose programs in eligible countries (see **Appendix 3 - Eligible Country List**).
5. Innovations that are not appropriate, cost-effective, sustainable, and scalable in developing countries.

6. AWARD INFORMATION

Successful applications will be funded and managed through the resources of the ACR GCD Partners. The resultant grants will be awarded and administered by World Vision¹⁷ and will be subject to the requirements of the particular funding organization under the grant.

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

6.2 Estimated Funding Availability: It is estimated that at a minimum US \$2,700,000 will be made available for awards under the RFA. Approximately three awards per focus area will be made, with a total of \$900,000 available under each focus area, and with the flexibility to make more or less awards. The amount of available funding is subject to change. The ACR GCD Partners reserves the right not to make any awards under this RFA.

6.3 Local Organization Partial Set-Aside: A minimum of half of the awards will be made to Applicants that are Local Organizations.

6.4 Cost Sharing: Cost sharing is required and each Applicant must demonstrate a minimum of 5 percent cost share. 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 unrecovered indirect costs.

6.5 Monitoring & Evaluation (M&E): The grantee will be responsible for monitoring and data collection, therefore a minimum of 5 percent of the project cost should be budgeted for this. The grantee will be responsible for the baseline and end line assessment data collection and will be subject to external data verification, a midterm monitoring visit by World Vision (WV)¹⁸ and an external performance evaluation of the project.

6.6 Private Sector Engagement: Applicants demonstrating involvement of the private sector are particularly encouraged.

6.7 Gender: Achieving gender equality in education means that boys and girls have equal opportunities to realize their potential. Findings from a gender assessment/analysis conducted during the development of the innovation must be integrated into different parts of the application (Application and Sustainability, M&E, etc.). The application must demonstrate strong understanding of root causes of inequality and suggest systemic transformative changes to educational systems that will eliminate those causes. The project must include a discussion of existing inequalities in girls' and boys' access to education and learning, as well as the learning process and educational outcome. Holistic interventions involving men, women, girls, and boys,

¹⁷ The resultant grants will be awarded and administered by World Vision, Inc. or other entities as designated by the ACR GCD Partners.

¹⁸ The midterm monitoring visit will be conducted by WV or otherwise WV-designated party.

are most successful in addressing constraints that limit participation or improvements in educational outcomes for girls or boys.

6.8 Disabilities: All projects are strongly encouraged to promote equal access and inclusion of children with disabilities.

6.9 Minorities: All projects should promote the inclusion of children from ethno-linguistic minorities that may be typically excluded.

6.10 Child Safeguarding Provisions: Activities to be funded under this RFA involve direct contact with children and, therefore, it is critical to take all measures to prevent and respond to potential child protection risks. All grantees will be required to demonstrate that they have sufficient child protection policies and procedures, including appropriate behavior protocols and vetting of staff who interact with children. Grantees will be expected to conduct a comprehensive assessment of potential child safety risks, and implement appropriate measures to prevent, mitigate, and respond to child abuse by project personnel or any sub-grantees. Documentation of these measures will be required with the first annual work plan for approval by WV.

6.11 Program Income: If the Applicant is a nonprofit 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. 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.

ADDITIONAL AWARD INFORMATION:

- An award shall be made only when WV, on behalf of the ACR GCD Partners, makes a positive responsibility determination that the Applicant possesses, or has the ability to obtain, the necessary management competence in planning and carrying out the project and that it will practice mutually agreed upon methods of accountability for funds and other assets provided by WV.
- For organizations that are new to U.S. government funding, or those with outstanding audit findings, WV will perform a pre-award survey to assess the Applicant's management and financial capabilities. If notified by WV that a pre-award survey is necessary, Applicants must prepare the required information and documents. Please note that a pre-award survey does not commit WV to making an award to an organization.
- The funding for the programs outlined within this RFA is authorized in accordance with the Foreign Assistance Act of 1961, as amended. All awards 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 nonprofit organizations), A-133 (for both), and applicable USAID Standard Provisions, [22 CFR 228](#).

- Issuance of this RFA does not constitute an award or commitment on the part of WV, nor does it commit WV to pay for costs incurred in the preparation and submission of an application.

7. ELIGIBILITY INFORMATION

Eligible Applicants include, but are not limited to: NGOs, faith-based organizations, nonprofit and for-profit organizations, and public and private agencies and institutions, such as colleges and universities. Government entities are ineligible for this opportunity, but can be identified as partnering organizations in the application process.

7.1 Nongovernmental Organizations: U.S. and non-U.S. nonprofit organizations may apply for funding under this RFA.

7.2. 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.

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

7.4 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, and 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>.

7.5 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/fbci/rule.html.

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

7.7 Local Organizations: The ACR GCD Partners strongly encourage applications from Local Organizations. To be considered a Local Organization, at the time of application, the Applicant must:

1. Be organized under the laws of the recipient country;
2. Have its principal place of business in the recipient country;
3. 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
4. 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. For the purposes of this RFA, “recipient country” is limited to those listed in **Appendix 3 – Eligible Country List**.

7.8 Copyright and Eligibility: Products derived from the grant may be copyrighted and used by the grantee for proprietary purposes, but the ACR GCD Partners reserve a royalty-free, nonexclusive, and irrevocable right to reproduce, publish, or otherwise use such products for Federal purposes and to authorize others to do so.

7.9 Place of Performance and Geographic Eligibility: 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 from prohibited source countries as listed on USAID’s [ADS 310](#). As of January 2014, there are no prohibited source countries listed on ADS 310. However, other legal restrictions on procurement, such as Office of Foreign Assets Control (OFAC) sanctions, may apply to particular procurements of specific source and nationality.¹⁹ Please contact Grace Buck, the WVUS Contract Officer, at gbuck@worldvision.org with concerns or questions.

7.10 Number of Applicants per Organization: Up to two 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 project. For the purposes of this requirement, the same organization will include any parent or subsidiary organization, or other affiliated organization with any common ownership or control.

¹⁹ The United States Department of Treasury’s Office of Foreign Assets Control (OFAC) administers sanctions and embargo programs against countries and groups of individuals, such as terrorists, arms and narcotics traffickers. Currently, OFAC administers country sanctions against Cuba, Iran, Libya, North Korea, Sudan, Syria, Zimbabwe, although these sanctions and their scope change from time to time. All grant recipients shall not violate US laws, including those administered by OFAC.

8. ACCESS

Applicants must demonstrate access to the data and educational delivery settings proposed. If invited to submit a full application, Applicants must provide letters of support which document that access to the secondary data sets and educational delivery settings (i.e. classrooms, schools, districts, etc.) was granted. If documentation is not provided, then the ACR GCD Partners may not award the grant or may withhold funds until the information verifying access is received.

8.1 Using Secondary Data Sets: If the proposed innovation relies on access to secondary data sets such as district, local, or school level data, Applicants must provide documentation of access to all necessary secondary data sets. The documentation must clearly articulate the time period allowed to access the data and the level of data access.

8.2 Conducting Research in or With Education Delivery Settings: If the proposed innovation requires access to an educational delivery setting (i.e. district level, local level, school level), the Applicant must provide documentation that those areas will give full access to the necessary settings required for successful implementation. At the time of the application, if access to the educational delivery setting is not permitted, Applicants must provide documentation to the ACR GCD Partners that alternative settings are available before the funding can be released. At the Full Application stage, all Applicants must obtain a written agreement from all key collaborators (i.e. organizations, developers, government, etc.) regarding their roles, responsibilities, access to data, publication rights, and decision-making procedures. All award recipients must adhere to Institutional Review Board (IRB)²⁰ requirements set forth by the ACR GCD Partners and the proposed countries.

8.3 Public Availability of Information: Award recipients will be expected to publish or otherwise make publicly available the results of the work supported through this project. Grantees must submit a final report demonstrating the results supported in whole or in part by the grant. Each project's final report must include all graphics and associated supplemental materials for publication to the general public. Any software must be accessible to the public under a Creative Commons Attribution-ShareAlike license, whereby the grantee will make the submitted work publicly available under a license that allows the software and source code to be freely used, copied, and shared; and for any derivative works to be freely used, copied, and shared without charge and with proper attribution. USAID, WV and the Australian government each receive a royalty-free, nonexclusive, and irrevocable right to reproduce, publish, or otherwise use the submitted work for Federal purposes, and to authorize others to do so. Under the Federal purposes rights granted by the grantees, USAID intends to provide the submitted work, including the source code, to the public free of charge.

²⁰ An IRB reviews the ethics of all research methods, also known as an independent ethics committee or ethical review board. IRB requirements vary by country and will be agreed upon with each grantee after award.

The ACR GCD Partners request permission of Applicants to share their proposals for other potential funding. The Partners recognize that funding is limited, but that there may be promising ideas that other agencies may wish to fund.

9. MONITORING AND EVALUATION (M&E)

Planning, monitoring, and evaluation are a vital part of this RFA. The M&E plan ensures each proposed project is accountable and demonstrates results at three levels: goal, outcome, and output. This information will help the ACR GCD Partners understand the success of innovations supported in ACR GCD Round 2 in improving literacy for students and inform future programming, including the potential scale-up of technology-based innovations which demonstrate the best results.

There are two objectives for strong M&E integration within ACR GCD Round 2 project implementation:

5. To **monitor** the progress of the project in completing the milestones set out in the work plan against the expected outcomes.
6. To **evaluate** the extent to which the proposed project has achieved:
 - A. Outcome 1: Improved reading scores for students
 - B. Output 1: Increased use of ICT for improved reading

9.1 Draft M&E Plan: Applicants must submit a draft M&E plan, including a narrative description and completed **Annex 1 - Monitoring and Evaluation Plan Template**, at the Concept Note and Full Application stages. The M&E plan must specify how data will be collected, analyzed, and utilized for strategic information to inform the project's implementation. Proposed data collection methods shall be specific, measurable, realistic and applicable to the goal and objectives. The proposed indicators shall include literacy indicators to measure improvements in reading. These indicators should be disaggregated by sex, grade, disability and language as appropriate per project design.

Applicants are expected to propose outcome, output, and input indicators specific to their project, while all innovations will collect data on the one standardized outcome and one standardized output indicator to measure and track the effect of the innovation on the parties involved. Using these indicators, the Applicant will be required to conduct a baseline assessment²¹—Early Grade Reading Assessment (EGRA) or similar—prior to the beginning of implementation and end line assessment (EGRA or similar) after implementation. Grantees will be required to identify strategies for demonstrating the impact of their intervention. The **Annex 1 - Monitoring and Evaluation Plan Template** provides assistance to develop the M&E plan and must be submitted to accompany the narrative as described below.

²¹ See **Appendix 2 - Developing Simple Reading Assessments**.

The draft M&E plan narrative must include the following:

1. Description of the innovation. This should include what the innovation is, how and where it will be implemented, and the target population.
2. Description of the problem. Each innovation must identify a focus area and address a specific problem within the focus area. This section should explain why the problem exists, including specific supporting data, and how the proposed innovation will address the problem.
3. Explanation of the project's theory of change using **Annex 2 - Theory of Change Chart**. What changes are expected as a result of the innovation? How will the innovation lead to these changes, and what evidence is there that the innovation will produce the changes?
4. Summary of the **Annex 1 - Monitoring and Evaluation Plan Template**. Explain how progress will be measured toward Outcome 1. Explain the outcome, output, and input indicators, definitions, and instruments that will be used to collect data; the data collection schedule (which should include baseline and end line assessments); assumptions; how the data will be analyzed; how it will be reported; and which stakeholders will use the data.

Please note that a minimum of 5 percent of the project budget is expected for M&E.

9.2 Implementing the M&E Plan: All award recipients will be required to submit an M&E plan to WV prior to implementation. This individualized M&E plan must clearly articulate how the proposed activities will be monitored and evaluated, including indicators and targets. The M&E plan should describe how the M&E system will work; who will manage M&E; how the annual work plan and costs will be monitored and any associated costs. The work plan should describe all specific M&E activities occurring at key times: quarterly, annually, and midterm.

Each award recipient will be responsible for submitting the following:

1. Results Framework and Log Frame
2. Performance Monitoring Plan
3. Data Plan
4. Timeline for Data Collection
5. Baseline and End Line Data Collection (raw data and report)
6. Strategies for demonstrating the impact of the innovation
7. Plan for M&E utilization
8. Financial, program planning, and performance monitoring reports and related data
9. Final report that provides qualitative analysis of the outcomes as they relate to achievements and challenges while also articulating recommended revisions, potential scale, reproducibility, and sustainability of the innovation

World Vision, on behalf of the ACR GCD Partners, will be responsible for:

1. Reviewing and approving M&E plans including baseline and end line assessment instruments
2. Reviewing all reports, data and financial statements, and making recommendations
3. Conducting a midterm monitoring visit for all grantees
4. Contracting an external organization to standardize input, output, and outcome indicators across all grantees; advising on baseline and end line assessment instruments for each grantee; conducting data verification of the baseline and end line data collection; conducting final analysis and making recommendations in addition to conducting a final performance evaluation of each grantee

10. MANAGEMENT, IMPLEMENTATION AND STAFFING PLAN

All Applicants must include a management, implementation, and staffing plan. The plan should describe:

7. How the proposed project will be managed to achieve the proposed work plan, as detailed in **Annex 3 – Work Plan Template**. This section should include the staffing needed to accomplish the proposed activities including: support from experts, and managing data collection, analysis, and reporting. An outline of the project structure and project management approach should be included. Identify the key personnel positions for this project and briefly describe their areas of responsibility.
8. Applicants must provide a summary of the proposed work plan including a description of any anticipated child protection risks associated with project activities, as well as any policies or procedures the Applicant's organization has in place, or plans to put in place, to mitigate the risk of child abuse, exploitation, violence, or neglect, by project personnel or any sub-grantees. It is expected that the measures described will demonstrate the Applicant's understanding of child abuse, exploitation, violence, neglect and other child protection issues, and the mechanisms to reduce the risk of child abuse by project personnel and/or any personnel of sub-grantees.
9. The inputs necessary to complete the project and a justification that explains how these inputs are sufficient to produce and test the innovation. This includes the basic conditions for implementing the proposed innovation (i.e. technology equipment, software, organizational design features deployed in a classroom or other setting, infrastructure such as computers/mobile devices per student, Internet access, teacher skills, student skills, parent/school committee, etc.)
10. How challenges will be addressed including a discussion of changes in the present circumstances that might cause implementation delays or failure, and the steps that project management will take to ensure this does not happen.
11. If sub-agreements are proposed, Applicants should identify those organizations to which they will make significant sub-awards or the process through which the sub-grantees will be selected. The budget should reflect the portion of the project that will be implemented through sub-agreements and **Annex 4 – Summary Budget** should be included for each sub-grant.

11. BUDGET

Applicants should present a summary budget as noted in Section 12 below. All budget estimates must be in U.S. dollars. The budget should use the categories listed in **Annex 4 – Budget Summary**.

*If invited to submit a Full Application, **Annex 7 – Budget Notes** must be prepared using the following cost categories (exclude any that do not apply): salary, allowances/staff benefits, travel (domestic/international), equipment & supplies, branding and marking, consulting, other direct costs, and sub-grants (if any). The category Indirect Costs may be used as a budget category only if the organization has normally included this cost in previous activities funded by international donors. Otherwise include all overhead costs (share of rent, utilities, management costs, etc.) within other categories.*

No profit or fee may be charged. The budget notes should, as appropriate, clarify how a figure was calculated and how the item relates to a particular project activity. If the requested ACR GCD funding will be complemented by other funds provided by the organization itself or by other donors to carry out and pay for the specific project activities, please show these estimated amounts in a separate column, titled “cost share,” within the budget. Please mention the specific source of the cost share (i.e., organization’s funds, donor’s name) in the budget notes. Applicants will also be required to submit **Annex 5 – Required Certifications** (including **Appendix 7 – Past Performance Information**) and **Annex 6 – Marking Requirements** for the Full Application.

12. INSTRUCTIONS

There will be two stages of proposal submission: Concept Note and Full Application. Applicants whose proposals are ranked in the competitive range during the Concept Note stage will be invited to submit supplemental information in a Full Application. Instructions will be provided after selection.

12.1 General Instructions to Applicants: As outlined in the Application Format section below, applications should be kept as concise 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 nonresponsive, thereby eliminating them from further consideration. Applicants should address questions to <https://www.omnicompete.com/acrgcd.html,competition-88> in advance of the Round 2 questions deadline on **March 21, 2014**, as stated in this RFA. Questions will be answered as they are received and will be posted weekly at <https://www.omnicompete.com/acrgcd.html,competition-88>. Applicants should retain for their records one copy of the application and all enclosures that accompany their application. To facilitate the competitive review of applications, the ACR GCD Partners will only consider applications conforming to the format prescribed in Section 12.4.

Up to two 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 innovation, practice, product, and/or project. For the purposes of this requirement, the same organization will

include any parent or subsidiary organization, or other affiliated organization with any common ownership or control.

12.2 Delivery Instructions: Applications in response to this RFA must be submitted in English online and as a PDF at <https://www.omnicompete.com/acrgcd.html,competition-88>.

The subject line for all electronic files must be labeled as follows: “[Organization Name] ACR GCD Round 2 [Strategy and Focus Area].”

For the purposes of applications submitted under this RFA, a “page” is 8.5 in. x 11 in., on one side only, with 1-inch margins at the top, bottom, and both sides. Text must be single spaced in the narrative and must use Times New Roman type size 12 point. (Figures, charts, tables and figure legends may be in a smaller type size, but must be legible.)

12.3 Closing Date and Time:

Stage 1: Concept Note

- Concept Note Announcement: February 27, 2014
- Deadline for Questions: March 21, 2014
- Concept Note Closing Date: April 10, 2014 (14:00 EST)

Stage 2: Full Application

- Full Application Announcement: June 2, 2014
- Full Application Closing Date: July 15, 2014 (14:00 EST)

Awards announced: August 2014

The time stamp on the online submission shall serve as the official time of receipt. The ACR GCD Partners bear no responsibility for transmission errors or delays.

12.4 Application Format:

Stage 1: Concept Note. The ACR GCD Partners invite all eligible Applicants to submit a Concept Note based on the format below and in response to the evaluation criteria. The closing date for the Concept Note is April 10, 2014.

The Concept Note, no more than 6 pages, should be presented in the following manner:

1. **Cover Page** (exclusive of 6-page limit).
2. **Executive Summary** (1 page): Must summarize the proposed technology-based innovation; its viability, application and sustainability; and M&E.
3. **Innovation Viability** (1 page): Describe the extent to which the project is innovative and potentially transformative.
4. **Application and Sustainability** (1 page): Describe how the proposed innovation is relevant to the context and has the potential to improve student reading scores in primary grades.

5. **Monitoring and Evaluation** (1 page): Describe the monitoring and evaluation plan, demonstrating appropriateness, clarity, and logic of the approach to managing and implementing the project.
 - a. **Annex 1 - *Monitoring and Evaluation Template*** (excluded from page limit)
 - b. **Annex 2 - *Theory of Change Chart*** (excluded from page limit)
 - c. **Annex 3 - *Work Plan Template*** (excluded from page limit)
6. **Organizational Capacity** (1 page): Describe past performance and organizational capacity to ensure potential success in this project.
7. **Summary Budget** (1 page): Please complete **Annex 4 – *Summary Budget***.

Stage 2: Full Application. Applicants ranked in the competitive range after technical review of the Concept Note will be invited to submit a Full Application. The Full Application must provide in-depth information about the innovation. Applicants invited to submit a Full Application may update their responses from the Concept Note. Applicants will also be asked to provide a detailed budget. The Full Application, no more than 25 pages, should be presented in the following manner:

1. **Cover Page** (exclusive of 25 page limit)
2. **Executive Summary** (1 page)
3. **Innovation Viability** (6 pages)
4. **Application and Sustainability** (6 pages)
5. **Monitoring and Evaluation** (5 pages)
6. **Organizational Capacity** (3 pages)
7. **Full Budget and Notes** (4 pages)
8. **Annexes 1 through 7** (exclusive of 25 page limit)

The Full Application must include Budget Notes which provides in detail, total costs for implementation of the proposed project; the breakdown of all costs to each partner organization involved in the project; the breakdown of all financial and in-kind cost share of all organizations involved in implementing the proposed activities; and any potential contributions of non-ACR GCD Partner or private sector donors to the proposed activities.

13. APPLICATION REVIEW INFORMATION

Each application submitted in response to this RFA will be evaluated in accordance with the evaluation criteria set forth below by internal and external experts in literacy, technology, development, disabilities, and community engagement. 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. Applications received pursuant to this RFA will be evaluated using a two-step evaluation process.

Step 1: Evaluation of the Concept Note

For all applications meeting the basic eligibility requirements, technical evaluation panels will evaluate the Concept Note to determine the application's relevance to improving student reading scores in early primary education, innovation, and the project goal. The relative scoring weight of the criteria are listed below so that Applicants will know which areas require the most

emphasis. In addition, Applicants' anonymity will be maintained for the technical evaluation panel in Step 1.

The applications deemed to be within the competitive range will move on to Step 2, where a Full Application will be requested and evaluated. Feedback from judges on the Concept Note will be shared with those invited to participate in the Full Application step. The applications that are outside of the competitive range will not move on to Step 2.

Step 2: Evaluation of the Full Application

All applications included in the competitive range after Step 1 will then be invited to submit a Full Application and will be evaluated based on the following technical evaluation criteria. The relative scoring weight of the criteria are listed below, so that Applicants will know which areas require emphasis in the preparation of information.

13.1 Evaluation Criteria

1. Innovative Viability (35 points)

The Concept Note and Full Application will be evaluated on the extent to which the project is innovative and potentially transformative. The following factors will be taken into account in the evaluation of this criterion:

- A. The extent to which the innovation is likely to improve reading scores among targeted beneficiaries;
- B. The extent to which the innovation is reflective of demand substantiated by original evidence or secondary research (needs assessment, market research etc.);
- C. The extent to which the innovation addresses one of the problems articulated in Section 3;
- D. The extent to which the innovation can be monitored for success;
- E. The extent to which the innovation is cost effective (financially sustainable); and
- F. The extent to which there is potential for wide-scale impact on targeted beneficiaries.

2. Application and Sustainability in Developing or Emerging Countries (35 points)

The Concept Note and Full Application will be evaluated on the extent to which the proposed innovation is relevant to the context and has the potential to improve student reading scores in grades/levels one to three. The following factors will be taken into account in the evaluation of this criterion:

- A. The extent to which the innovation addresses the Problem selected and the proposed theory of change is clear and logical;
- B. The extent to which the innovation appropriately addresses the characteristics of end-users/beneficiaries (i.e. language, reading level) and the needs of the education system;

- C. The extent to which the intervention is market appropriate and responds to demand;
- D. The extent to which the innovation demonstrates an understanding of the constraints and opportunities that may result in different outcomes for girls and boys and how the project meets the needs of all children;
- E. The extent to which there is support from families, the education system and/or engagement of local/national/regional partners in project design, implementation, and evaluation; and
- F. The extent to which a sustainable model is clearly and logically defined.

3. Monitoring and Evaluation (20 points)

The Concept Note and Full Application will be evaluated on the appropriateness, clarity, and logic of the approach to managing and implementing the project. The following factors will be taken into account in the evaluation of this criterion:

- A. The extent to which the approach to implementation, and monitoring and evaluation is appropriate, clear, and logical;
- B. The extent to which the M&E plan demonstrates a clear link to the overall goal to improve literacy for students in early primary education and the extent to which results are measureable and attributable; and
- C. The extent to which the proposed indicators are linked to Outcome 1 and Output 1, and are realistic, logical, and appropriate within the budget and time period allocated.

4. Organizational Capacity (10 points)

The Concept Note and Full 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:

- A. The Applicant's prior experience and success in implementing, managing, and evaluating similar activities; and
- B. The Applicant's record of collaborating closely with various levels of host country governments; stakeholders in the development, implementation, and evaluation processes; and/or other public and/or private sector partners.

ANNEXES REQUIRED FOR SUBMISSION: STEP 1, CONCEPT NOTE

ANNEX 1: MONITORING AND EVALUATION PLAN TEMPLATE

The expected Outcome and Output of the ACR GCD Round 2 Grant Competition are required and listed in the table below. Please complete the template according to your project's specific outcomes, outputs, and inputs.

| # | Indicator Type | Indicator | Definition & Unit of Measurement | Responsibility | Frequency | Data Sources | Baseline | Target ²² |
|---|---|--|---|----------------|-----------------------|------------------------------------|----------|----------------------|
| 1 | Outcome (required) | % of primary school students (grades/levels one to three) that demonstrate they can read and understand grade level text | Grade-level text as defined by the National Education System. | Grantee | Baseline and End line | EGRA or similar reading assessment | | |
| 2 | Output (required) | % of project stakeholders using ICT to improve reading. | ICT is defined as use of technology to improve reading. | Grantee | Baseline and End line | Observation | | |
| 3 | Outcome (Please add additional rows as necessary) | | | | | | | |
| 4 | Output (Please add additional rows as necessary) | | | | | | | |
| 5 | Input (Please add additional rows as necessary) | | | | | | | |

²² Refers to targets for the life of the project.

ANNEX 2: THEORY OF CHANGE CHART

| OUTPUTS What specific activities and milestones will this innovation produce? | INTERMEDIATE OBJECTIVES What changes do you expect this project will have in the near term? Identify the target audience for each objective. | INDICATORS How will you measure progress toward these objectives? | PROJECT OUTCOME What do you expect this project will achieve in the long term (i.e. beyond the grant period)? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

ANNEX 3: WORK PLAN TEMPLATE

[illegible]

*Inputs include anything required to complete the activity described (e.g. training, office space, equipment, Internet connection, transport).

****Fiscal Year is October 1, 2014 to September 30, 2015.**

ANNEX 4: BUDGET SUMMARY

| Budget Summary – Stage 1 Concept Note | | | | | |
|---------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| ACR GCD Round 2 Grant Competition | | | | | |
| Organization: | | | | | |
| Categories | Year 1 | Year 2 | Total | Funded by | |
| | | | | Donor | Match |
| <i>Personnel</i> | \$ - | \$ - | \$ - | \$ - | \$ - |
| <i>Allowances and Benefits</i> | \$ - | \$ - | \$ - | \$ - | \$ - |
| <i>Travel - Local</i> | \$ - | \$ - | \$ - | \$ - | \$ - |
| <i>Travel - International</i> | \$ - | \$ - | \$ - | \$ - | \$ - |
| <i>Equipment</i> | \$ - | \$ - | \$ - | \$ - | \$ - |
| <i>Supplies</i> | \$ - | \$ - | \$ - | \$ - | \$ - |
| <i>Contractual Services</i> | \$ - | \$ - | \$ - | \$ - | \$ - |
| <i>Branding and Marking</i> | \$ - | \$ - | \$ - | \$ - | \$ - |
| <i>Other Direct Costs</i> | \$ - | \$ - | \$ - | \$ - | \$ - |
| <i>Sub Grants</i> | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Direct Expenses | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Indirect Expenses | \$ - | \$ - | \$ - | \$ - | \$ - |
| Grand Total | \$ - | \$ - | \$ - | \$ - | \$ - |

ANNEXES REQUIRED FOR SUBMISSION: STEP 2, FULL APPLICATION

FULL PROPOSAL UPON FORMAL INVITATION

ANNEX 5: REQUIRED CERTIFICATIONS

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

PART I: Certifications and Assurances

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):

1. 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;
2. A signed copy of the certification and disclosure forms for “Restrictions on Lobbying” (see 22 CFR 227);
3. 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;
4. A signed copy of the Certification Regarding Terrorist Funding in its entirety is required by the Internal Mandatory Reference AAPD 04-14;
5. When applicable, a signed copy of “Key Individual Certification Narcotics Offenses and Drug Trafficking” (See ADS 206);
6. When applicable, a signed copy of “Participant Certification Narcotics Offenses and Drug Trafficking” (See ADS 206);
7. Survey on Ensuring Equal Opportunity for Applicants; and
8. All Applicants must provide a Data Universal Numbering System (DUNS) Number (see Federal Register Notice Use of a Universal Identifier by Grant Applicants).

1. Assurance of Compliance with Laws and Regulations Governing Nondiscrimination 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 ACR Project Director 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:

A. 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.

B. 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.

C. The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub-recipients 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 US\$10,000 and not more than US\$100,000 for each such failure.

D. 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 US\$10,000 and not more than US\$100,000 for each such failure.

3. Prohibition on Assistance to Drug Traffickers for Covered Countries and Individuals (ADS 206)

World Vision 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 ADS 206 to determine if any certifications are required for Key Individuals or Covered Participants. If there are COVERED PARTICIPANTS: World Vision reserves the right to terminate assistance or to take other appropriate measures with respect to any participant approved by World Vision 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:

A. 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 below in paragraph D.

B. The following steps may enable the Recipient to comply with its obligations under paragraph 1:

1. 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 World Vision to the Recipient.

2. 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 Council (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>.

3. 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.

4. The Recipient also will implement reasonable monitoring and oversight procedures to safeguard against assistance being diverted to support terrorist activity.

C. For purposes of this Certification. "Material support and resources" means currency or monetary instruments or financial securities, financial services, lodging, training, expert advice or assistance, safe houses, false documentation or identification, communications equipment, facilities, weapons, lethal substances, explosives, personnel, transportation, and other physical assets, except medicine or religious materials."

D. "Terrorist act" means committed, attempted to commit, facilitated or participated in terrorist acts. (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 sub-national 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.

E. "Entity" means a partnership, association, corporation, or other organization, group or subgroup.

F. References in this Certification to the provision of material support and resources shall not be deemed to include the furnishing of World Vision funds or World Vision financed commodities to the ultimate beneficiaries of World Vision assistance, such as recipients of food, medical care, microenterprise 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.

G. 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 World Vision 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 No. _____

Application No. _____

Date of Application _____

Name of Recipient _____

Typed Name and Title _____

Signature _____

Date _____

PART II: Key Individual Certification Narcotics Offenses & Drug Trafficking

I hereby certify that within the last ten years:

A. I have not been convicted of a violation, 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 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 & 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 award if it is determined that I engaged in the above conduct during the last ten years or during my USAID award.

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

*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 Applicant 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. 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 sub-agreement) to a sub-grantee or sub-recipient in support of the sub-grantee's or sub-recipient'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 US\$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 percent componentry, which are not at least 50 percent 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 percent 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 _____
 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 US\$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 US\$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 _____

5. Past Performance References

Please provide past performance information for up to (3) projects within the past five years. The template in **Appendix 4 - Applicant Performance Report** includes two parts. Part I: Applicant Information must be completed by Applicant. Part II: Performance Assessment must be completed by the client. Applicants must send Part II to a minimum of three clients for their completion. Completed Performance Assessments should be emailed directly from the Client to acrgcd@worldvision.org by the closing date of this RFA.

6. 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.

ANNEX 6: Marking Requirements

Marking Under Joint-Funded Assistance Instruments (December 2005 as modified for All Children Reading: A Grand Challenge for Development Round 2, January 2014)

As outlined in this section, joint branding giving attribution to the All Children Reading: A Grand Challenge for Development Round 2 Grant Competition and its partners is required for products and materials prepared by the Recipient under the All Children Reading: A Grand Challenge for Development.

1. 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 joint-funded grant, cooperative agreement, or other agreement or sub agreement.

Project Director means the ACR GCD Fund Manager and is the primary point of contact for the Fund Management of the ACR GCD Project.

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; websites/Internet activities; and events such as training courses, conferences, seminars, press conferences, and so forth.

Sub-recipient means any person or government (including cooperating country government) department, agency, establishment, or for profit or nonprofit organization that receives a sub-award, as defined in 22 CFR 226.2.

Technical Assistance means the provision of funds, goods, services, or other foreign assistance, as loan guarantees or food for work, to developing countries and other USAID Recipients, and through such Recipients to sub-recipients, 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 ACR GCD-funded activities. The official marking includes the All Children Reading, USAID, World Vision, and Australian Aid logos.

The Recipient should use the ACR GCD logo and the USAID, World Vision, and Australian Aid 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 Government. 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 partner's identities, the Recipient may only use the *ACR GCD* logo.

USAID Identity means the official marking for the United States Agency for International Development, comprised of the USAID logo or seal and new brand mark, with the tagline that clearly communicates that our assistance is “from the American people.” The USAID Identity is available on the USAID Website 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.

World Vision Identity means the official marking for World Vision comprised of the WV logo or seal and new brand mark. The WV Identity is available on the WV Website at www.worldvision.org/logo, and WV provides it without royalty, license, or other fee to recipients of WV-funded grants, or cooperative agreements, or other assistance awards.

Australian Aid Identity means the official marking for the Department of Foreign Affairs and Trade (DFAT) of the Australian Government, comprised of the Australian Aid Identifier. The Australian Aid Identity is available on the DFAT Website at www.aid.dfat.gov.au/about, the Australian government provides it without royalty, license, or other fee to recipients of ACR GCD-funded grants or other assistance awards.

2. Marking of Program Deliverables

A. All Recipients must mark appropriately all overseas programs, projects, activities, public communications, and commodities partially or fully funded by an All Children Reading: A Grand Challenge for Development grant with the appropriate ACR GCD Identity as specified above, of a size and prominence equivalent to or greater than the Recipient's, other donors', or any other third party's identity or logo.

B. The Recipient will mark all program, project, or activity sites funded by ACR GCD, 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 ACR GCD 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.

C. The Recipient will mark technical assistance, studies, reports, papers, publications, audio-visual productions, public service announcements, websites/Internet activities and other promotional, informational, media, or communications products funded by ACR GCD with the full ACR GCD Identity as specified above, accompanied by the required text.

D. The Recipient will appropriately mark events financed by ACR GCD, such as training courses, conferences, seminars, exhibitions, fairs, workshops, press conferences and other public activities, with the appropriate ACR GCD 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 ACR GCD Identity as specified above. In circumstances in which the ACR GCD Identity cannot be displayed visually, the Recipient is encouraged otherwise to acknowledge support from the ACR GCD partners.

E. The Recipient will mark all commodities financed by ACR GCD, including commodities or equipment provided under humanitarian assistance or disaster relief programs, and all other equipment, supplies, and other materials funded by ACR GCD, and their export packaging with the appropriate All Children Reading Identity as specified above.

F. The Project Director may require the ACR GCD 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.

G. The Project Director may require marking with the ACR GCD Identity in the event that the Recipient does not choose to mark with its own identity or logo.

H. The Project Director may require a pre-production review of ACR GCD-funded public communications and program materials for compliance with the approved Marking Plan.

I. Sub-recipients. To ensure that the marking requirements "flow down" to sub-recipients of sub-awards, Recipients of ACR GCD-funded grants and cooperative agreements or other assistance awards will include the ACR GCD-approved marking provision in any ACR GCD-funded grant, as follows:

As a condition of receipt of this grant, marking with the appropriate All Children Reading Identity of a size and prominence equivalent to or greater than the Recipient's, sub-recipient, other donors', or third party's is required. In the event the Recipient chooses not to require marking with its own identity or logo by the sub-recipient, World Vision may, at its discretion, require marking by the sub-recipient with the appropriate All Children Reading Identity.

J. Any 'public communications', as defined in 22 CFR 226.2, funded by ACR GCD, in which the content has not been approved by ACR GCD, 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 Australian Aid identities. It was prepared by [Recipient] and does not necessarily reflect the views of the All Children Reading partners.

K. The Recipient will provide the Project Director or other WVUS 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.

3. Implementation of Marking Requirements

A. 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.

B. The Recipient may request program deliverables not be marked with the ACR GCD Identity by identifying the program deliverables and providing a rationale for not marking these program deliverables. Program deliverables may be exempted from ACR GCD marking requirements when:

1. ACR GCD 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;
2. ACR GCD marking requirements would diminish the credibility of audits, reports, analyses, studies, or policy recommendations whose data or findings must be seen as independent;
3. ACR GCD 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;
4. ACR GCD marking requirements would impair the functionality of an item;
5. ACR GCD marking requirements would incur substantial costs or be impractical;
6. ACR GCD marking requirements would offend local cultural or social norms, or be considered inappropriate; or
7. ACR GCD marking requirements would conflict with international law.

C. The proposed plan for implementing the requirements of this provision, including any proposed exemptions, will be negotiated within the time specified by the Project Director after receipt of the proposed plan. Failure to negotiate an approved plan with the time specified by the Project Director may be considered as noncompliance with the requirements of this provision.

4. Waivers

A. 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 ACR GCD-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 Project Director, who will in turn obtain the approval or disapproval from the appropriate USAID representative.

B. 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 ACR GCD Identity is removed. The request should also provide a rationale for any use of the Recipient’s own identity/logo or that of a third party on materials that will be subject to the waiver.

C. Approved waivers are not limited in duration but are subject to the Project Director and appropriate USAID representative review at any time, due to changed circumstances.

D. Approved waivers “flow down” to Recipients of sub-awards unless specified otherwise. The waiver may also include the removal of ACR GCD markings already affixed, if circumstances warrant.

E. Determinations regarding waiver requests are subject to appeal to the USAID cognizant Assistant Administrator (AA). The Recipient may appeal by submitting a written request to reconsider the USAID representative's waiver determination to the cognizant AA.

5. 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.

ANNEX 7: Budget Notes

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 effectiveness, particularly when proposed costs exceed market rate. The following object class categories are illustrative of those required in the Budget Template below:

1. 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.

2. Allowances/Staff Benefits

All allowances and benefits provided as part of staff compensation that is above the salary base must be listed and described in this section. For benefits or other compensation calculated separately from the base salary, the types and calculations should be presented in the budget notes.*

3. Travel

A. Local. This category includes all projected local 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 airfare and if per diems are based on established policies).

B. International. This category includes all projected international 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 airfare and if per diems are based on established policies).

4. Equipment

In accordance with 22 CFR 226, ‘equipment’ means tangible nonexpendable 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 the USAID website at <http://www.usaid.gov/pubs/ads>.

5. Supplies

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

6. Branding and Marking

This category is for any costs associated with the Marking requirements included in Annex 6. Estimate(s) of the cost of each separate communications product (e.g. any printed material other than non-color photocopy material, photographic services, or video production services) which is anticipated under the grant must be included. Each estimate must include all the costs associated with preparation and execution of the product.

7. Contractual Services

This category is for all sub-contracts 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.

8. Construction

N/A

9. Other Direct Costs

Applicants are to identify all costs associated with training of project personnel. Applicants planning to use grant 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 website <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 Marketing, such as logos, signage, etc. should be included as a line item in the budget.

10. Sub-grants

Any sub-grants anticipated as part of the project must be included here along with the name of Recipient and the amount of the award. For each sub-grant a budget summary, as indicated in **Annex 4**, should be provided.

11. 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.

APPENDICES: REFERENCE DOCUMENTS

APPENDIX 1: Early Grade Reading Projects in Less Developed Countries²³

I. Introduction

Over the last several years, international donor agencies have turned their attention to early grade reading. At the same time, donors began calling for education project designs to be based on the best available empirical evidence. In evidence-based reading projects, design decisions are based on the findings of scientific research. Scientific research begins with basic research (for example, into how children learn new vocabulary), and then the findings from basic research are used to build theories. A theory states a cause and effect relationship, which in early grade reading projects might be: if the reading project does A, B, and C, students will learn how to read. Once a theory is established, it is evaluated by experiments that employ rigorous methods and statistical processes, and the evaluations provide project designers and policy makers with the empirical evidence they need.

Once a theory is established, it can be improved by testing interventions that are supported by hypotheses about weaknesses that are identified while putting the theory into practice. Usually, an intervention is a change in a part of a theory. In the example above, A and B might remain the same but C would be changed. Or, a new way of implementing A, B, and C might be tested to see if it is more effective than the existing implementation design. This is where the interventions in this RFA come in, they are either a new way to implement the existing theory or they are changing one part of the theory to see if that improves learning.

This paper reviews the literature on reading acquisition and improvement in developed and less developed countries, sets out a theory of what works, describes the way in which the theory is being implemented, and proposes a model for the design of projects. The theory has three components: Early grade students should learn to read (1) in a language they speak and understand well, (2) through instruction that is consistent with the current evidence-based theory of how children acquire and improve reading skills, and (3) with enough time-on-task in direct instruction and reading practice to make meaningful progress.

II. Language of Instruction

In many less developed countries, students come to school with little or no knowledge of the language of instruction. They may only speak their mother tongue or may also speak a language commonly spoken in their region (sometimes referred to as the language of the playground because children use it with each other). The language of instruction is usually an official national language, which could be indigenous (Swahili or Hindi, for example) or could be European (English or French, for example). In this document, a language children understand when they enter school will be referred to as an L1, and an official national language will be referred to as an L2, when it is a language children do not understand when they enter school. This component of the early grade reading theory is supported by linguistic theory but also by research that tests that theory.

²³ Comings, John., *Early Grade Reading Projects in Less Developed Countries*, 2013.

Linguistic Theory

One of the common myths about language learning is that spending time developing an L1 takes away from learning an L2. This myth suggests that the two languages co-exist on a balance scale inside the brain (Baker, 2001). As one language grows stronger and more fully developed, this myth suggests, the other language must then grow weaker. Cummins (1980) refers to this myth as the separate underlying proficiency model, which asserts that the two languages function separately, that skills cannot be transferred between languages, and that there is only a limited amount of space for languages in the brain.

In opposition to the separate model, Cummins (1981) puts forward the common underlying proficiency model, which states that when learning an L2, students make use of linguistic resources from their L1. According to Cummins (1981), the knowledge of language, literacy, and concepts learned in the L1 can be drawn upon in the L2, after oral L2 skills are developed, with no re-learning required. Learning to read first in their L1 and then learning an L2, therefore, does not disadvantage children. In fact, developing skills in the L1 greatly benefits L2 learning because most of the necessary skills will not need to be relearned in the L2 (Baker 2001; Alidou, et al.2006).

Cross-linguistic transfer enables L2 learners to make use of the cognitive and linguistic skills they attained while learning to read in their L1 (Cummins, 1981). The reading skills that were gained while acquiring L1 reading contribute to learning to read in an L2, even when the languages have different writing systems (Benson, 2008). For example, once students develop text decoding skills in L1, they will not need to relearn them in their L2. A student, therefore, will learn the new alphabet quickly and can then focus on learning the new vocabulary and grammar of the L2.

There are two conflicting hypotheses about the point at which transfer can occur. Cui (2008) proposes that, since L1 reading ability transfers to L2 reading, developing the L1 should be the focus of learning to read before exposing students to the L2. However, Clark (1979) and Cummins (1979) both suggest that if students don't reach a sufficient oral language threshold in the L2, they will have great difficulty transferring the reading skills they gained in the L1 to L2. Even if they are excellent readers in their L1, students will revert to poor reading strategies when presented with a challenging task in an L2 (Benson, 2008). Therefore, it is equally important to develop literacy skills in the L1 and oral skills in L2, so that when it is time to transition to reading in the L2, students will be able to transfer their skills from one language to the other.

Research on Language of Instruction

The process of transfer works in both directions. Hovens (2002) tested 1,664 children in both traditional French immersion programs and in mother tongue-based bilingual schools in Niger. All students were tested in both French and their mother tongue, even though the students in the French immersion schools had never studied their L1. Students in the French immersion schools were able to use their French literacy skills to decipher and decode their L1, even though they had never had formal instruction in reading in their L1. These French immersion students tested higher in their L1 reading than they did in French, because they had a greater knowledge of the grammar and vocabulary of their L1.

Research in the US supports bilingual reading instruction for up to 7 years, but these studies are looking at children who have achieved parity with native speakers, rather than surpassing students who are learning in a language they do not understand (Thomas and Collier, 1997, 2002). Five meta-analyses of multiple studies show a 12 to 15 percentile point boost in English literacy scores (Goldenberg, in press) for Spanish-speaking students who had reading instruction in their own language in the U.S., as opposed those who were in English immersion classes.

Piper (2010) found a positive correlation between L1 and English (L2) reading scores among students in Kenya, though the study data could not identify whether L1 was affecting L2 or the other way around. The study did show that students' mother tongues were being used much less in class than English and that this led to higher reading fluency rates in English than in the mother tongue languages. However, even with the lower fluency rates, the mother tongue comprehension scores were higher than the English comprehension scores, most likely because students knew the meaning of more of the L1 words they were reading. In a randomized control trial, Walter and Chuo (2011) found that students in Cameroon who learned to read in L1 had higher oral skills in English than students who learned to read in English. In addition, that study presents some preliminary findings that learning to read in a language of the playground, rather than a mother tongue, has a similar positive effect on learning English.

One U.S. study (Slavin, et al. 2011) does support initial L2 reading instruction. This rigorous, multiyear RCT showed no significant difference by fourth grade between initial English reading instruction and initial Spanish reading instruction for students who were Spanish-only speakers when they entered school. However, the initial Spanish students demonstrated stronger literacy skills in Spanish. The students in the L2 intervention group in this study were immersed in an English language environment in school and outside of school, received excellent instruction that built their oral English skills, and received excellent reading instruction. This L2 intervention would be difficult to implement in a less developed country.

Language of Instruction in Project Design

Reading projects should be designed to allow children to learn how to read in an L1 while acquiring oral skills in an L2 and then transition to the L2 when they are ready. However, language of instruction is a decision that is influenced by politics, government policy, cultural norms, parental expectations, available resources such as teachers and instructional materials, and many other factors. These factors are sometimes more important to policy makers than is effective pedagogy. In addition, a fully bilingual approach to primary education, particularly in countries with multiple languages (some of which have little or no literature), may be considered too expensive by some governments. Even if a government commits to a bilingual approach, it may not implement it for lack of funds and the infrastructure needed to make the approach work.

III. Instructional Design

Reading is a set of *component skills* that can and should be learned separately but also a set of *practices* that require the integration of all of those skills to perform tasks with text. Since reading takes place within the mind, and is, therefore, impossible to see, an analogy is useful to understanding this definition. When a football (soccer in the US) team is preparing for a game, its players spend some time practicing individual skills, such as passing or shooting goals and

some time playing the game. The players are practicing component skills and then integrating all of those skills to play a practice match. Many amateur players learn to play the game without formal practice of the component skills, and a few of those players may be quite good. However, most players who learn without a focus on component skills are not accomplished players, and almost no professional player learned in that way. Good players do not have to think about these component skills once they are in a match because the skills have become automatic through practice. While in the game, the player is, instead, thinking about strategy, predicting where the ball might go next, and assessing the strengths and weaknesses of the other team.

The same is true for reading. Children learn best through instruction and practice on the components of reading, along with practicing reading by accomplishing tasks with text. The tasks and the texts should be ones that challenge students to improve their reading, are not too difficult for them, and interesting and enjoyable to them. The component skills should be taught by starting with easy, simple skills and then slowly introducing more difficult, complex skills.

Research on Reading Instruction

Good readers must efficiently and effortlessly integrate multiple, discrete component skills in order to make meaning from print.²⁴ A good reader immediately processes the visual information presented in the curves, lines, and dots that make up letters. Good readers instantaneously use this visual processing to call up information about sounds that the spelling patterns represent and to immediately activate knowledge about word meaning and use. Teaching that focuses only on components or only on reading practices does not provide sufficient support to children so that they can develop into good readers (Snow, et al. 1998). Both should be taught from the earliest stages of learning to read. The five component skills of reading are (1) phonological awareness, (2) decoding and word recognition, (3) vocabulary knowledge, (4) oral reading fluency, and (5) comprehension (National Reading Panel, 2000a, 2000b). Together, these components enable readers to make meaning from text.

Phonological awareness is the ability to recognize the different sounds of spoken words, parts of words (syllables), or phonemes (the smallest unit of sound in a language) (Adams 1990; Snow et al. 1998). Recognizing phonemes is more difficult than recognizing syllables, but phonemic awareness is crucial to word recognition (Schatschneider, et al. 1999). Instruction that builds phonemic awareness is most effective when (1) children are taught to manipulate sounds with letters, (2) lessons are short and frequent, and (3) children are taught in small groups (National Research Panel, 2000a, 2000b).

Research with children learning to read a second language suggests strong cross-linguistic transfer of a variety of phonological awareness skills, even between languages that are phonologically dissimilar, enabling learners to draw upon phonological awareness skills in their L1 to support reading in an L2. Among bilingual students, there is growing evidence that phonological awareness plays an important role in decoding and word recognition in both their L1 and L2 and that phonological awareness in an L1 supports decoding and word reading in an

²⁴ Perfetti 1988; Adams 1990; Snow, et al. 1998; National Reading Panel 2000a, 2000b; Stanovich 2000

L2 and vice versa.²⁵ Phonological awareness is a language-general ability underlying the acquisition of reading skills, rather than a language-specific ability that develops separately within each language that is learned.

Decoding refers to the ability to connect phonemes to letters in order to sound out unknown words. Because some languages, such as English, preserve the historical origins of their words at the expense of clear sound to letter relationships, decoding requires not only knowledge of those relationships but also of unusual clusters of letters (such as “ight” in night and right).

Word recognition refers to the rapid and effortless ability to read whole words, or word parts, after patterns have been encountered in print a sufficient number of times to allow for automatic retrieval from memory. Multiple encounters with words and letter patterns enable readers to retrieve words as whole units, freeing the reader from the need to decode those words. Developing automaticity of reading individual words out of context is critical for effective reading and is highly correlated with reading comprehension outcomes (Perfetti 1985; Torgesen, et al. 2001).

Children with weak decoding and word recognition skills may rely on contextual information as a primary strategy for reading words. Because of their over-reliance on context, these children make more word recognition errors, and they exhibit lower levels of comprehension (e.g., Perfetti 1985; Stanovich 1986; Adams 1990). Teaching decoding and word recognition is most effective when children are systematically taught the relationships between sounds and letters, referred to as phonics instruction (National Reading Panel, 2000a, 2000b). This approach to instruction also supports reading comprehension. Moreover, sight word instruction (introducing words as whole units rather than analyzing their letter-sound correspondences) is also a critical part of early reading instruction, particularly in languages, such as English, in which many of the highest frequency words are not decodable using a set of rules (for example, *one*).

Initial reading instruction in an L2 presents an especially formidable challenge given that students typically have not developed an oral L2 foundation to draw from as they learn to read. In alphabetic languages, the critical insight in beginning to read, the alphabetic principle, is the understanding that there is a system by which sounds connect to print and that these sounds blend together to represent meaningful words (Snow et al. 1998). Making this connection between oral language and print is more difficult for young children who have limited proficiency in the L2. In addition, some children come to school with low oral skills in their L1, and this too causes difficulties. In this case, children need help building their L1 vocabulary as they are learning how to read in their L1.

Research, with bilingual children from diverse linguistic backgrounds learning, into reading instruction in English suggests that (1) students benefit from explicit phonics instruction as one component of an integrated early literacy program (Stuart 1999; Lesaux and Siegel 2003), (2) L2 oral competencies predict decoding and word recognition skills in the L2 (Arab-

²⁵ Durgunoglu, et al.1993; Gottardo 2002; Mumtaz and Humphreys 2002; Quiroga et al. 2002; Lindsey et al. 2003

Moghaddam and Sénéchal 2001; Gottardo 2002; Lindsey, et al. 2003), (3) development of reading in the second language draws on similar underlying skills to the same degree as reading in the first language (Arab-Moghaddam and Senechal, 2001), and (4) readers who rely on context to read words in an L2 tend to have poorer comprehension and overall reading ability than those who rely on decoding and word recognition (Chiappe and Siegel, 1999).

Vocabulary knowledge is the understanding of the meanings of words and their uses in varying contexts. A strong relationship between vocabulary knowledge and reading comprehension is well-established in the literature on learning to read in an L1 or L2 (Snow, et al. 1998; National Reading Panel 2000a, 2000b; RAND 2002). However, different kinds of vocabulary instruction lead to varying degrees of reading comprehension. Specifically, vocabulary instruction that focuses on definitions is less effective at supporting comprehension than vocabulary instruction that strives to explore word meaning and usage in several contexts (Beck, et al. 1987).

Instruction to support vocabulary growth is important for students learning in an L2 for three reasons: (1) vocabulary growth enables students to acquire not just new labels for words they know but also new concepts (Nagy 1988), (2) higher vocabulary levels lead to higher reading comprehension in an L2, though vocabulary levels in an L1 do not necessarily lead to higher reading comprehension in an L2,²⁶ and (3) vocabulary knowledge is interrelated with other oral language and reading competencies. For example, since vocabulary size may be a strong predictor of phonological awareness (Snow, et al. 1998), children with broad vocabulary knowledge should have the advantage of being exposed to more examples of phonemic distinctions within that language. Thus, for students whose L1 phonology differs greatly from that of their L2, a broad L2 vocabulary could be especially important for building their ability to perceive phonemes in the L2.

Oral reading fluency is reading with speed and accuracy, but it also includes reading with the correct stress, intonation, and prosody (the pauses and emphasis in oral language that are often necessary to understanding) (National Reading Panel 2000a, 2000b, Torgesen, et al. 2001). The development of oral reading fluency is critical because even students who are reading with a high degree of accuracy may have trouble understanding what they read if they are reading too slowly or with poor stress, intonation, and prosody (Snow, et al. 1998; Daane, et al. 2005). Fluency instruction involves oral reading of text at a level of difficulty that is comfortable for the student or just slightly above that level. The student is encouraged to read the same passage several times, each time trying to come closer to the oral reading demonstrated by a teacher.

It is highly plausible that the linguistic, conceptual, and knowledge-based demands that accompany reading make oral reading fluency more challenging for students learning to read in an L2 than for those learning in an L1. For students learning in an L2, their limited knowledge of vocabulary, syntax, and discourse structures in the second language make reading fluency a highly challenging task. Even if students who are reading in an L2 have word reading accuracy

²⁶ Leseman and de Jong 1998; Carlisle, et al. 1999; Carlisle and Beeman 2000; Verhoeven 2000; Droop and Verhoeven 2003; Hutchinson, et al. 2003

and speed similar to students who speak that language as an L1, the L2 students may not understand what they read as well as those who are reading their L1 (Verhoeven 1994).

Interventions designed to improve fluency for students learning to read in an L2 (1) incorporate many components of reading instruction, including phonological awareness, phonics, and vocabulary knowledge; (2) include the oral rereading of familiar text during each session, and (3) employ a variety of texts (decodable and patterned, picture, and chapter books) (Koskinen et al. 2000; Linan-Thompson, et al. 2002; Linan-Thompson, et al., 2003). During fluency exercises, teachers should assist children with both the meaning and pronunciation of unknown words, and texts should be at students' level.

Reading Comprehension occurs when readers actively work to make sense out of what they are reading by constantly integrating what they are learning in the text with what they know from their own experience and accumulated knowledge (RAND 2002; Graesser, et al. 2003). Students should be taught how to build a model of the text in their minds. In other words, in order to construct meaning of what they are reading, children must learn how to pay attention to whether what they are reading is “coming together” or “makes sense” with what they have already read. From this perspective, one of the most important things for students to learn is the development of self-monitoring habits (Pressley 1998). Active comprehension strategies for self-monitoring should be taught by demonstration and description to help children understand the active thinking processes that make comprehension possible. Students can demonstrate deep comprehension by talking about how they are making sense of what they read and by answering questions about or discussing text events, information, character actions, and thematic elements.

Reading Instruction in Project Design

Once the instruction is designed, it has to be put into practice. The most common way to put a new reading instructional approach into practice in less developed countries involves three components: (1) teacher training, (2) explicit direction, and (3) coaching.

Teacher training generally takes place in a cascade model, in which a small group of highly qualified trainers train a cadre of master trainers, who then train teachers (or in some cases train local trainers who train teachers). Cascade training itself has not been well evaluated as a model. However, the qualitative literature on this model (McDevitt 1998; Al-Samarrai, et al. 2002) suggests that projects should employ a feedback loop that will let managers know how well the cascade is doing so that changes can be made as early as possible. The literature suggests that these formative evaluation processes should focus particularly on whether or not the training content is changing on its way down the cascade and whether or not training is still effective by the time it reaches the end of the cascade. In addition, training should be well designed and field tested to ensure that trainees learn the content and demonstrate the skills with students before they leave. Training should be coordinated with all the inputs (student texts and classroom teaching materials, for example) teachers will need to implement what they have learned, and teachers should have further training as needed to reinforce and extend what they have learned.

Explicit direction provides teachers with detailed scripts for teaching each lesson. The scripts are keyed to the scope and sequence of the curriculum, classroom teaching materials, and student texts that support that curriculum. A script provides detailed instruction for each lesson. Scripts help teachers focus on learning and use effective instructional routines. Sometimes

scripts are augmented or replaced by a common lesson plan framework. An example comes from Pratham, an Indian NGO, which has developed an approach to structuring class time into four activities: (1) Say Something, (2) Do Something, (3) Read Something, and (4) Write Something. This approach is meant to insure that teachers lead students through a full class period of activities that should improve reading skills.

Coaching occurs when a coach helps teachers use their training scripts and lesson plan frameworks by visiting them in their schools, observing their teaching, offering advice on how to improve their teaching, and demonstrating teaching techniques learned in training but not demonstrated by the teacher during the observation. Coaching helps reinforce what teachers learned in training and also helps them adapt what they've learned to their individual classrooms. In many settings, coaches may also informally assess a small sample of students to check on student progress and signal to teachers that their focus should be on student learning.

A study of teachers in schools randomly assigned to a control group, a training intervention, and a training intervention plus coaching in the U.S. found that teachers who received the coaching (18 hours) engaged in significantly more reading instruction that was consistent with the training than control group teachers. In relation to the training group, the training plus coaching group also engaged in more appropriate reading instruction, but the impact was not statistically significant, though that may have been caused by the small sample size and the limited number of hours of coaching.

Rackham (2001) puts forth a theory of why coaching might have an additive effect. He observed a training and coaching program at a major U.S. corporation and found that: (1) training exposed employees to more new knowledge and skills than they could absorb in the time allotted, and (2) training was fine for acquiring knowledge but coaching was better for learning skills, since employees could immediately practice them on the job.

In addition, coaching helps teachers change their behavior in small manageable steps, which is more effective (Bandura 1969). Teachers usually employ teaching techniques similar to the ones their own teachers used when they were students. Such ingrained behavior, reinforced over years of being a student and then a teacher, cannot be overcome in a single training program. However, coaching can help teachers who have gained the knowledge of good practice in a training program to slowly put that knowledge into practice in their classrooms. Smith, et al. (2008) have developed a K-3 coaching tool focused on early language and literacy development in the U.S. that employs an approach of small incremental changes.

IV. Time-on-Task

To learn to read with comprehension, students must spend enough time-on-task to automate the decoding process, acquire a sufficient level of fluency, expand their vocabulary and background knowledge, and build their comprehension skills. Unfortunately, research has not quantified the amount of time-on-task needed to make satisfactory progress in early grade reading programs. In fact, many factors may cause this time to be shorter or longer for students living in different countries, in different parts of the same country, and studying to learn to read in different languages.

Research on Time on Task

In the U.S., primary school children spend approximately 1000 hours per year in school. Even though only some class time in the U.S. is spent on explicit reading instruction, most of the rest of the time is spent on building vocabulary and background knowledge (in the domains of science, history, and geography, for example) or using reading and writing to learn subject matter content, all of which contribute to building reading skill. In the U.S., mean oral reading fluency scores in grades 1-3 are 59, 89, and 107 words per minute respectively (Hasbrouck and Tindal 2005)., and, though these statistics are not applicable to less developed countries, they do give an indication of achievement when time-on-task is sufficient.

One study that looked at adult literacy programs in five countries estimated the time to acquire reading skills sufficient to retain or improve them at between 250 and 300 hours (Comings, 1995), and this study is sometimes quoted in early grade reading contexts. However, adults come to literacy classes with much larger oral vocabularies and background knowledge than young children, and adults have often been exposed to some schooling or acquired some reading component skills in other ways before they begin an adult literacy class.

Abadzi (2005) draws from several studies to suggest that the actual time-on-task spent on reading instruction in developing countries is much lower than that allotted by government policy. She lays out a set of six limitations on reading instruction time: (1) the total time allocated to reading instruction and practice, (2) school closures, (3) teacher absenteeism and tardiness, (4) student absenteeism and tardiness, (5) classroom time devoted to non-instructional tasks, and (6) reading time devoted to non-reading curriculum. She estimates that some students may be receiving less than 25 percent of the allotted time-on-task for reading, which may add up to only an hour a week. Official statistics on time-on-task, therefore, are not always accurate.

Time on Task in Project Design

Three approaches to increasing time-on-task have some evidence to support their efficacy: (1) increasing teacher attendance, (2) expanding reading instruction into other parts of the curriculum, and (3) employing resources from outside of the school.

Teacher attendance is the subject of a paper by Banerjee and Duflo (2006) who reviewed randomized control trials focused on increasing teacher and health worker attendance, and they identified three types of interventions: (1) external control, (2) beneficiary control, and (3) demand-side interventions. In external control, schools set up an explicit set of rules on attendance, which included incentives or sanctions, and then monitored attendance through a person within the institution (personal monitoring) or through some form of impersonal monitoring.

In personal monitoring, headmasters had the authority to award a significant incentive, a bicycle, to teachers with good attendance, but the headmasters marked all teachers present, even when they were absent. In another approach, student achievement, rather than attendance, was the key to receiving the incentive. Teachers and headmasters were provided with incentives (in the form of in-kind gifts), if their students scored well on government exams. This approach did not lead to greater attendance but did lead to an increase in scores, though this increase was due to more students taking the exam and to students doing better on multiple choice questions, which indicates a learning of test taking strategies rather than the content of test.

In impersonal monitoring, teachers were held accountable in ways that made cheating difficult, for example by taking a picture of themselves with their students at the start of the school day and the end of the day. The cameras used in this intervention automatically recorded the time and date. Depending on the number of days they were in full attendance, a teacher could be paid between 500 rupees and 1300 rupees, while the control group was paid 1000 rupees. Teacher absences dropped from 36 percent to 18 percent in the intervention schools, and most teachers did not object to the cameras, since the intervention allowed them to increase their salary. A recent, undocumented, intervention in Indonesia replaced the cameras with cellphones that sent pictures by SMS to an official in an institution in charge of monitoring teacher attendance.

External control can have a positive impact on attendance if the rules and incentives or sanctions are clear and either tied directly to attendance or to measures of learning gains that can only occur with greater time-on-task. In addition, the monitoring of attendance or learning gains must be free from influences that may cause the rules to be broken. Careful monitoring might find that impact decreases over time, and if it does, then changes would have to be made.

Beneficiary control occurs when teachers are held responsible for attendance by parents or community groups. For beneficiary control to be effective, parents or community groups must both feel that greater teacher attendance will benefit their children and have a mechanism for enforcing their control. Two forms of beneficiary control have been tested in randomized control trials: local monitoring and community participation.

In local monitoring, a member of the community is paid to make unannounced visits to assess attendance, and then the community decides how to act on the results (confronting the teacher or providing an incentive for better attendance). A randomized control trial focused on the attendance of health workers in local clinics found that just local monitoring without sanctions or incentives did not work. In community participation, a school committee of parents is given authority to report teachers who are absent and some funds to reward teachers who have good attendance. A test of this intervention did not find a positive impact.

In the cases that have been studied so far, the actual amount of community control has not been great, and so greater control and resources might have a positive effect. Banerjee and Duflo (2006) do report on an intervention that gave parents the ability to hire and fire teachers that is reporting very positive results, but this approach had not yet been tested and was in a situation where teachers were all local hires.

Demand-side interventions occur in two ways: (1) incentives to learn and (2) incentives to attend. In incentives to learn, intervention students are provided with cash or in-kind incentives along with public recognition for reaching specific achievement goals. In a randomized control trial that targeted girls with cash to pay their school fees and buy school related supplies and offered public recognition, teacher attendance was 6.5 percent higher in treatment schools than in control schools. Test scores of both girls and boys in the treatment schools improved, as did those of low performing girls who had no chance to qualify for the incentives. This effect may have been caused by either teachers responding to the greater demand or parents encouraging their children more. In incentives to attend, intervention students are provided with an incentive, such as a school-provided meal. Though this has shown to increase student attendance, it has not shown to increase teacher attendance.

In their conclusions, Banerjee and Duflo (2006) suggest that the positive impact found in the impersonal monitoring intervention study indicates that incentives can have a positive impact on teacher attendance. Any of the approaches mentioned here, therefore, might work if rules and incentives are clear, there is a reliable way to judge attendance, and the incentives are meaningful and handed out in accordance with the rules. They also suggest that the findings from the demand side intervention study indicates that schools could be susceptible to a virtuous cycle in which parents and students begin demanding better attendance, which causes teachers to improve, which further motivates students and parents, whose actions further motivate teachers.

Expanding reading instruction takes place when additional reading instructional time is put into the daily schedule or when reading acquisition and improvement activities are integrated into the teaching of other subjects, such as math, history, and science. In the latter approach, subject matter teachers might focus specifically on building vocabulary or providing reading practice while still covering that subject's content. Teachers of other subjects or a single teacher who teaches reading and all other subjects would have to change their teaching approach to incorporate reading instruction into other subjects and be trained and supported to implement this new approach.

The Whole School Reading Program in the Philippines trained reading, English language, and subject matter teachers in evidence-based methods for teaching reading skills (EDC, 2011). The teachers from each school then worked together to design ways in which to put these methods into practice, not just in reading lessons, but in all subjects during the school day. The project reported students in the intervention schools scored 87 percent higher on a test of reading and writing skills and 316 percent higher on a test of reading comprehension than students in the comparison schools. However, this higher performance was measured by a post-test only, and so there is no way to know if the treatment and comparison students had similar skills at the beginning of the study.

Outside resources include support and instruction that takes place inside or outside of the school but implemented by non-school personnel Interventions that have provided these resources include: trained para-teachers and community and family support to reading. Trained para-teachers work during class time with the lowest performing students or out-of-school with all students. He, et al. (2009) tested an intervention that was implemented in class by school teachers or out of class by para-teachers. The out of class form of the intervention doubled the positive impact of the intervention implemented by in-school teachers alone, suggesting that either the para-teachers were more effective or the additional time on task increased the positive impact. Banerjee, et al. (2007) found a positive impact on low performing students who were tutored by para-teachers during class time. Banerjee, et al. (2010) found a positive effect from out-of-school reading classes run by trained volunteers. These two studies provide some proof that this type of intervention can have a positive impact, that the impact grows when the intervention is continued for an additional year, and that there is a long-term impact on the students who were the lowest performing at the beginning of the study.

Community and family support to reading occurs when parents and communities play a more active role in supporting the development of reading skills of their early grade children. Research in the U.S. supports the critical role that families play in supporting children's reading acquisition and improvement (Snow, et al.1998), and the U.S. Department of Education (2006, 2007) has summarized the types of interventions that can be supportive of reading acquisition

and improvement for each age cohort (toddlers, preschool, kindergarten, first grade, and second grade). In less developed countries, some NGOs have undertaken efforts to help communities and families make more reading materials available for children and to motivate children to read, and, though these efforts may not have rigorous research to support their efficacy, some approach to providing reading materials and motivating children to read them is consistent with the need for practice.

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APPENDIX 2: Developing Simple Reading Assessments²⁷

Many countries have developed early grade reading tests, some countries have developed Early Grade Reading Assessments (EGRA), and others have developed ASER assessments (ASER means “impact” in Hindi). Information on EGRA can be found at <https://www.eddataglobal.org/>, and information on ASER can be found at <http://www.pratham.org/M-19-3-ASER.aspx>. If EGRA or ASER assessments are not available for the country in which your intervention testing or evaluation will take place, simple tests could be developed in one of three ways:

1. Look at the EGRA and ASER sites online and develop something similar in the language of the students who will be the subjects of the assessment.
2. Look only at the “oral reading fluency” subtest of the EGRA or the paragraph subtest of the ASER and develop an oral reading fluency test. This test is constructed by either pulling a paragraph out of an existing grade/level 1 to 3 text or making up a paragraph with words that are used in those texts. As a rule of thumb, the paragraph should be:
 - A. Around 100 words;
 - B. Made up of equal parts of very simple words (1- to 4-letter common words that all students would know) and simple words (5- to 7-letter common words that all students would know), along with 3 to 5 words that are less common but appear in the texts; and
 - C. Made up of short sentences that do not exceed six words.
3. Look at the letter and word tests in EGRA and ASER, and develop a simple test made up of 10 individual letters (or consonant/vowel combinations for languages that employ them, such as Hindi) and 90 words. The 90 words should be arranged by starting with the shortest, simplest, and most common; and ending with the longest, most complex, and least common.

Both of the project-developed tests should be timed so that data can be reported on a words per minute or words and letters per minute basis. Two versions of the test should be developed at the same time so that different but similar tests can be used for the pre-test and the post-test. Each student who participates in the field testing of the tests should take both the pre-test and the post-test forms of the test to ensure that they are producing similar results. During that field test, 50 percent of the students should start with one form of the test and 50 percent should start with the other.

²⁷ Comings, John, “*Developing Simple Reading Assessments*” (2013).

APPENDIX 3: Eligible Country List

| | | | |
|-----------------------------------|--------------------|----------------------------------|-----------------------|
| Afghanistan | Dominican Republic | Malawi | Sao Tome and Principe |
| Albania | Egypt | Malaysia | Senegal |
| Algeria | El Salvador | Maldives | Serbia and Montenegro |
| Angola | Equatorial Guinea | Mali | Seychelles |
| Anguilla | Ethiopia | Marshall Islands | Sierra Leone |
| Antigua and Barbuda | Fiji | Mauritania | Solomon Islands |
| Armenia | Gabon | Mauritius | Somalia |
| Azerbaijan | Gambia, The | Mexico | South Africa |
| Bangladesh | Gaza Strip | Micronesia, Federated States of | South Sudan |
| Belarus | Georgia | Moldova | Sri Lanka |
| Belize | Ghana | Mongolia | Suriname |
| Benin | Grenada | Montserrat | Swaziland |
| Bhutan | Guatemala | Morocco | Tajikistan |
| Bosnia and Herzegovina | Guinea | Mozambique | Tanzania |
| Botswana | Guinea-Bissau | Myanmar | Thailand |
| Brazil | Guyana | Namibia | Timor-Leste |
| Burkina Faso | Haiti | Nauru | Togo |
| Burundi | Honduras | Nepal | Tokelau |
| Cambodia | India | Nicaragua | Tonga |
| Cameroon | Indonesia | Niger | Tunisia |
| Cape Verde | Iraq | Nigeria | Turkey |
| Central African Republic | Jamaica | Niue | Tuvalu |
| Chad | Jordan | Pakistan | Uganda |
| Chile | Kazakhstan | Palau | Ukraine |
| China | Kenya | Panama | Uruguay |
| Colombia | Kiribati | Papua New Guinea | Uzbekistan |
| Comoros | Kosovo | Paraguay | Vanuatu |
| Congo, Democratic Republic of the | Kyrgyzstan | Peru | Vietnam |
| Congo, Republic of the | Laos | Philippines | Wallis and Futuna |
| Cook Islands | Lebanon | Rwanda | West Bank |
| Costa Rica | Lesotho | Saint Helena | Yemen |
| Cote d'Ivoire | Liberia | Saint Kitts and Nevis | Zambia |
| Djibouti | Libya | Saint Lucia | Zimbabwe |
| Dominica | Macedonia | Saint Vincent and the Grenadines | |
| | Madagascar | Samoa | |

APPENDIX 4: Past Performance Information

| |
|---|
| PERFORMANCE REPORT - SHORT FORM |
| PART I: Award Information (to be completed by APPLICANT) |
| 1. Name and Address of Organization for which the work was performed: |
| 2. Award Number: |
| 3. Award Type: |
| 4. Award Value (TEC ²⁸): (if sub-award, sub-award value) |
| 5. Contacts: (Name, Telephone Number, and E-mail Address) |
| 6. Period of Performance: |
| 7. Title/Brief Description of Product or Service Provided/ Results Achieved to Date: |
| 8. Problems: (if problems encountered on this award, explain corrective action taken) |
| PART II: Performance Assessment (to be completed by CLIENT) |
| 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: |

²⁸ 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.

Amendment No. 1

Request for Applications (RFA): All Children Reading: A Grand Challenge for Development,
Round 2 Grant Competition

DESCRIPTION OF AMENDMENT:

The purpose of the amendment is to:

- I. Extend the Concept Note Closing Date to April 17, 2014 at 14:00 EST.
- II. Modify RFA Section 8.3: Public Availability of Information.
- III. Modify RFA Section 7.9: Place of Performance and Geographic Eligibility.
- IV. Modify RFA Section 12: Stage 2: Full Applications.

Signed By:

Grace B Buck

Grace Buck
Senior Contracts Officer
World Vision, All Children Reading

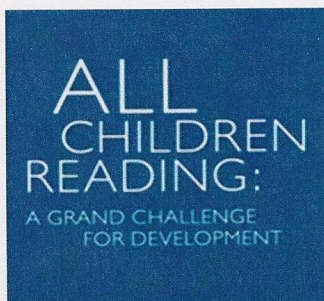
Date:

March 31, 2014



USAID
FROM THE AMERICAN PEOPLE





I. Delete *"Concept Notes are due at 2:00 P.M. EST (14:00) on April 10, 2014"* on the RFA Cover Letter.

Replace with **"Concept Notes are due at 2:00 P.M. EST (14:00) on April 17, 2014."**

Delete Page 23, Section 12.3 Closing Date and Time, *"Concept Note Closing Date: April 10, 2014 (14:00 EST)."*

Replace with **"Concept Note Closing Date: April 17, 2014 (14:00 EST)."**

Delete Section 12.4, Stage 1: Concept Note *"The ACR GCD Partners invite all eligible Applicants to submit a Concept Note based on the format below and in response to the evaluation criteria. The closing date for the Concept Note is April 10, 2014."*

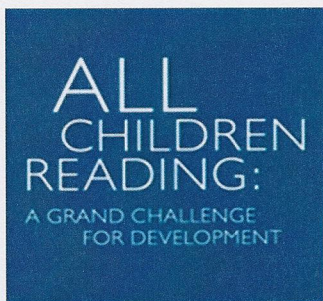
Replace with **Section 12.4, Stage 1: Concept Note** **"The ACR GCD Partners invite all eligible Applicants to submit a Concept Note based on the format below and in response to the evaluation criteria. The closing date for the Concept Note is April 17, 2014."**

II. Delete **Page 18, Section 8.3: Public Availability of Information**, *"Award recipients will be expected to publish or otherwise make publicly available the results of the work supported through this project. Grantees must submit a final report demonstrating the results supported in whole or in part by the grant. Each project's final report must include all graphics and associated supplemental materials for publication to the general public. Any software must be accessible to the public under a Creative Commons Attribution-ShareAlike license, whereby the grantee will make the submitted work publicly available under a license that allows the software and source code to be freely used, copied, and shared; and for any derivative works to be freely used, copied, and shared without charge and with proper attribution. USAID, WV and the Australian government each receive a royalty-free, nonexclusive, and irrevocable right to reproduce, publish, or otherwise use the submitted work for Federal purposes, and to authorize others to do so. Under the Federal purposes rights granted by the grantees, USAID intends to provide the submitted work, including the source code, to the public free of charge."*

Replace with **Section 8.3: Public Availability of Information**, **"Under the terms of the Award, USAID, WV, and the Australian Government each receive a royalty-free, nonexclusive, and irrevocable right to reproduce, publish, or otherwise use intangible property first produced under the award for government purposes, and to authorize others to do so. Under the government purposes rights granted by the grantees, USAID and the Australian Government intend to provide such intangible property to the public free of charge."**

Grantees are required under the Award to submit a final report demonstrating the results supported in whole or in part by the grant. Each project's final report must include all graphics and associated supplemental materials for publication."





III. Delete Page 17 **Section 7.9: Place of Performance and Geographic Eligibility**, *"The United States Department of Treasury's Office of Foreign Assets Control (OFAC) administers sanctions and embargo programs against countries and groups of individuals, such as terrorists, arms and narcotics traffickers. Currently, OFAC administers country sanctions against Cuba, Iran, Libya, North Korea, Sudan, Syria, Zimbabwe, although these sanctions and their scope change from time to time. All grant recipients shall not violate US laws, including those administered by OFAC."*

Replace with **Section 7.9: Place of Performance and Geographic Eligibility**, **"The United States Department of Treasury's Office of Foreign Assets Control (OFAC) administers sanctions and embargo programs against countries and groups of individuals, such as terrorists, arms and narcotics traffickers. Currently, OFAC administers country sanctions against Cuba, Iran, Libya, North Korea, Sudan and Syria although these sanctions and their scope change from time to time. All grant recipients shall not violate US laws, including those administered by OFAC."**

IV. Delete Page 24, **Section 12: Stage 2: Full Applications**, *"The Full Application, no more than 25 pages, should be presented in the following manner:*

- 1. Cover Page (exclusive of 25 page limit)*
- 2. Executive Summary (1 page)*
- 3. Innovation Viability (6 pages)*
- 4. Application and Sustainability (6 pages)*
- 5. Monitoring and Evaluation (5 pages)*
- 6. Organizational Capacity (3 pages)*
- 7. Full Budget and Notes (4 pages)*
- 8. Annexes 1 through 7 (exclusive of 25 page limit)"*

Replace with, **Section 12, Stage 2: Full Application**, **"The Full Application, no more than 25 pages, should be presented in the following manner:**

- 1. Cover Page (exclusive of 25 page limit)**
- 2. Executive Summary (2 pages)**
- 3. Innovation Viability (6 pages)**
- 4. Application and Sustainability (6 pages)**
- 5. Monitoring and Evaluation (6 pages)**
- 6. Organizational Capacity (5 pages)**
- 7. Full Budget (exclusive of 25 page limit)**
- 8. Annexes 1 through 7 (exclusive of 25 page limit)"**



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Amendment No. 2

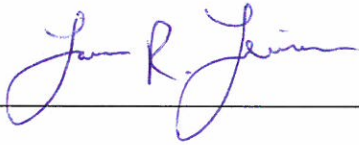
**Request for Applications (RFA): All Children Reading: A Grand Challenge for Development,
Round 2 Grant Competition**

DESCRIPTION OF AMENDMENT:

The purpose of the amendment is to:

- I. Extend the Concept Note Closing Date to May 2, 2014 at 14:00 EST.
- II. Extend deadline for questions to April 23, 2014.
- III. Revise the Request for Full Application Notification to June 23, 2014, extend the Full Application deadline to July 31, 2014 and extend award period to December 31, 2014.

Signed by:



Lawrence R. Lewien
Senior Contracts Officer
World Vision, All Children Reading

Date: April 10, 2014

- I. Delete "Concept Notes are due at 2:00 P.M. EST (14:00) on April 17, 2014" on the RFA Cover Letter" per Amendment No. 1

Replace with "**Concept Notes are due at 2:00 P.M. EST (14:00) on May 2, 2014.**"

Delete Page 23, Section 12.3

- Closing Date and Time, "Concept Note Closing: April 17, 2014 (14:00 EST) per Amendment No. 1.

Replace with "Concept Notes are due at 2:00 P.M. EST (14:00) on May 2, 2014 (14:00 EST)."

- II. Delete page 23 12.1. Applicants should address questions to <https://www.omnicompete.com/acrgcd.html,competition-88> in advance of the Round 2 questions deadline on **March 21, 2014**, as stated in this RFA.

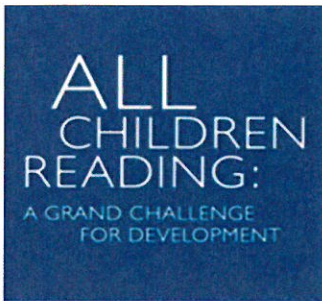
Replace with "Applicants should address questions to <https://www.omnicompete.com/acrgcd.html,competition-88> in advance of the Round 2 questions deadline on **April 23, 2014**, as stated in this RFA.

- III. Delete page 24 12.3

- Stage 2: Full Application
 - ☐ Full Application Announcement: June 2 , 2014
 - ☐ Full Application Closing Date: July 15, 2014 (14:00 EST)
 - Awards announced: August 2014

Replace with

- ☐ Full Application Announcement: June 23, 2014
- ☐ Full Application Closing Date: July 31, 2014 (14:00 EST)
- Awards announced: prior to December 31, 2014



Amendment No. 3

Request for Applications (RFA): All Children Reading: A Grand Challenge for Development,
Round 2 Grant Competition

DESCRIPTION OF AMENDMENT:

The purpose of the amendment is to:

I. Extend the Request for Full Application Notification to June 26, 2014; Extend the Full Application Due Date to July 31, 2014 at 14:00 EST.

III. Modify RFA Section 12: Stage 2: Full Applications.

IV. Notify Applicants invited to submit Full Applications of webinars on July 7, 2014.

Signed By:

A handwritten signature in blue ink, appearing to read 'Grace Buck', is written over a horizontal line.

Grace Buck
Senior Contracts Officer
World Vision, All Children Reading

Date:

6-25-2014



USAID
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I. Delete page 23 Section 12.3, Stage 2: Full Application

- *Full Application Announcement: June 2, 2014*
- *Full Application Closing Date: July 15, 2014 (14:00 EST)*

Awards announced: August 2014

Replace with Stage 2: Full Application

- **Full Application Announcement: June 26, 2014**
- **Full Application Closing Date: July 31, 2014 (14:00 EST)**

Awards announced: August – December 2014

II. Delete Page 24, Section 12: Stage 2: Full Applications, “The Full Application, no more than 25 pages, should be presented in the following manner:

- 1. Cover Page (exclusive of 25 page limit)*
- 2. Executive Summary (1 page)*
- 3. Innovation Viability (6 pages)*
- 4. Application and Sustainability (6 pages)*
- 5. Monitoring and Evaluation (5 pages)*
- 6. Organizational Capacity (3 pages)*
- 7. Full Budget and Notes (4 pages)*
- 8. Annexes 1 through 7 (exclusive of 25 page limit)”*

Replace with, Section 12, Stage 2: Full Application, “The Full Application, no more than 25 pages, should be presented in the following manner:

1. Cover Page (exclusive of 25 page limit)

2. Executive Summary (2 pages): Summarize the proposed technology-based innovation; its viability, application and sustainability M&E and organizational capacity.

3. Innovation Viability (6 pages): Describe the extent to which the project is innovative and potentially transformative and the evidence to document. A plan for scale-up should be built into this section and tied to the Theory of Change.

4. Application and Sustainability (6 pages): Describe how the proposed innovation is relevant to the context and has the potential to improve student reading scores in primary grades. This section must demonstrate the innovation’s ability to address the characteristics of end-users/beneficiaries (i.e. language, reading level, boys and girls) and the needs of the education system.

5. Monitoring and Evaluation (6 pages) Describe the draft monitoring and evaluation plan, demonstrating appropriateness, clarity, and logic of the approach to managing and implementing the project. A summary of the information included in Annexes 1-3 must be included in this section.

- a. Annex 1 - Monitoring and Evaluation Template (excluded from page limit)
- b. Annex 2 - Theory of Change Chart (excluded from page limit)
- c. Annex 3 - Work Plan Template (excluded from page limit)



6. Organizational Capacity (5 pages) Describe past performance and organizational capacity to ensure potential success in this project. Past Performance References (minimum 3 projects, within the past 5 years) should be included as a part of Annex 5 using the template provided in Appendix 4. **Applicants must provide letters of support which document that access to the secondary data sets and educational delivery settings (i.e. classrooms, schools, districts, etc.) was granted.**

7. Full Budget (exclusive of 25 page limit)

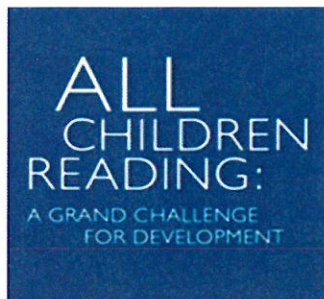
8. Annexes 1 through 7 (exclusive of 25 page limit)”


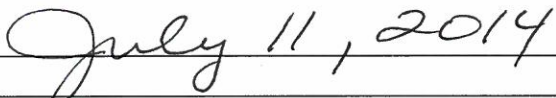
III. Webinars will be provided on July 7, 2014 to further articulate refinement at the Full Application Stage, in the areas listed in RFA Section 13: Application Review Information. Time and Access information will be provided via email prior to July 7, 2014. This will be the only opportunity for applicants to ask questions.



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|---|
| <p style="text-align: center;">Amendment No. 4</p> <p style="text-align: center;">Request for Applications (RFA): All Children Reading: A Grand Challenge for Development, Round 2 Grant Competition</p> |
| <p>DESCRIPTION OF AMENDMENT:</p> <p>The purpose of the amendment is to:</p> <ul style="list-style-type: none">I. Provide a budget template for Full Applications.II. Amend Annex 7: Budget Notes. |
| <p>Signed By: </p> <p>Grace Buck Senior Contracts Officer World Vision, All Children Reading</p> <p>Date: </p> |



I. A Full Budget Template is now available for download at <http://www.omnicompete.com>

II. Add a category: Activities, to Annex 7: Budget Notes.

Activities –This category includes costs (other than Personnel and Allowances/Staff Benefits) associated with the Outputs in the proposed Work Plan to be included in the Full Budget (excel). In the Budget Notes (pdf), please explain the required inputs (i.e. technology equipment, software, organizational design features deployed in a classroom or other setting, infrastructure such as computers/mobile devices per student, Internet access, teacher skills, student skills, parent/school committee, etc.) to implement these outputs.



Responses to Questions Part I

7/11/14

(Part II responses to questions expected 7/14/14)

Questions

1. Do you have a budget template or prescribed budget format that Applicants should use?

Yes, the full budget template is now posted on OmniCompete.

2. Does the Branding and Marking Plan need to be submitted with the Full Application on July 31st?

No, the Branding and Marking Plan is not required for the Full Application, but any associated costs must be included in the full budget.

3. Can an extension of this deadline for submission could be taken into consideration?

No, we cannot offer an extension to the submission deadline.

4. I am in the process of filling out the federal certifications and the signature area asks for the RFA No and Application No. I have the RFA name, but can't find the number. Also, how can I find my application number?

Please fill in N/A for the RFA No. and Application No.

Another question - does our local partner have to fill out these forms as well?

No, the certifications are only required from the prime organization at this time. However, if your application is selected to receive a grant, you will be required per USAID regulations to obtain certifications from your partners at or before the time you provide them with a subgrant.

5. Section 12.4 Application format. We wanted to confirm whether proposed project objectives, interventions and activities need to be described briefly under Section 3. Innovation viability.

Yes, the proposed project objectives, interventions, and activities should be briefly described in Section 3.

6. Is it possible to include graphs, Gantt charts, tables or figures in the Full Application?

If yes, how do I proceed?

Yes, you may include charts, graphs, etc., but they must adhere to the page limits stated in Amendment 3.

7. The link is broken in 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>. SURVEY NOT FOUND.

A downloadable form is now posted on OmniCompete.

8. The email address is incorrect for Dun and Bradstreet per below, 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 Applicant is unable to locate a local service center, it may send an e-mail to Dun and Bradstreet at globalinfo@dbisma.com.
globalinfo@dbisma.com.

Please see below for instructions on how to obtain a D-U-N-S Number - You will need to obtain a Dun & Bradstreet D-U-N-S® Number. This is a unique nine-digit identification number for each physical location of your business. The assignment of a D-U-N-S Number is free for all businesses required to register with the federal government for contracts or grants. Visit the **D-U-N-S Request Service** to register.

9. Do we need to print out all certification sheets in the annexes and sign them and then scan them with application, or are the required annexes found in the ADS to be printed and signed separately?

All items requiring signatures must be printed, signed, scanned and included in the full pdf file submission.

10. Do all certifications need to be signed even for non US entities?

Yes, however they are only required from the prime organization at the time the full proposal is submitted. See also answer to question # 4 above for additional information regarding submission of certifications for subgrantees.

11. Are services considered components which go directly into the production of commodities as cited in section D part 4 in the annexes?

Services are not considered components of any kind. However, services do need to align with the Mandatory Standard Provision for USAID Eligibility Rules for Goods and Services and well as Geographic Code 937 that will govern any awards issued under the RFA.

12. Can you confirm that the Management, Implementation and Staffing Plan should again be part of the Organizational Capacity section, as was the case with the concept note?

Yes, the Management, Implementation and Staffing Plan should be part of the Organizational Capacity Section.

13. Are changes to the geographic focus proposed in the Concept Note permitted?

Maintain geographic focus proposed, articulate demand and needs assessment. If a change is necessary please email acrgcd@worldvision.org with justification for the change in region prior to the submission of your full application.

14. Does organizational capacity need to be submitted just for the Prime or for all partners?

Past Performance references are only required from the Prime organization, however, specific organizational capacity of the partners, related to their role on the project, should be summarized in the Organizational Capacity section.

15. What changes are permitted from the Concept Note to the Full Application?

You are welcome to make changes to the budget, also changes that enhance your design. However, changes to the technology, focus area or country of implementation are not permitted.

16. If we don't need data from public schools during the 2 year grant timeframe, do we need to prove that we have access to this information?

Applicants are only required to prove that they have access to data that is required for the successful implementation or monitoring of the proposed project.

17. Could you please clarify if there is a word limit to the Full Application?

No, there is not word limit, but there are page limits posted in Amendment 3.

18. What is the difference between the M&E annex and the M&E narrative?

The M&E annex is meant to help articulate the linkage between project activities and required Outcome 1 and Output 1. The annex should be described in the M&E section of the full application.

19. Is the extension of timelines allowed if there is not cost increase?

No, the project timeline is limited to 2 years.

20. Is the letter of support from the MOE required?

If you are working within the school system, you must have a signed letter of support from the MOE at the appropriate level (district, region, province etc.) to include with your application.

21. Is it possible to give figures and/or estimates that can be confirmed after Ramadan?

We appreciate this time of Ramadan, but unfortunately cannot extend the submission deadline.

22. Clarify the budget, can we still make changes to the budget proposed in the Concept Note?

Yes, revisions are possible, but must be justified in the Budget Notes section.

23. Are letters from the government and schools required?

Provide as much justification of support and access to the schools as necessary to start up your project.

24. In Organizational Capacity, can we bring in the experience of our partners in this section?

Yes, please provide experience of the prime organization and partners in this section.

25. What is the difference between the full budget and the budget notes?

Each proposal requires a full budget in excel as well as a narrative explanation of the costs, per the categories included in the Budget Notes annex.

26. Can we propose a new geographic area from the Concept Note?

The location being proposed must have clear justification for selection (demand, market/needs assessment). You may not change your country of implementation, but you may change the location within the country. Please send an email to acrgcd@worldvision.org , prior to submission, if you intend to do this.

27. Are the table of contents and acronyms list included in the page limit?

No, they are not included in the page limit.

28. Will we be able to see the judges' comments on our Concept Note?

The comments presented during this webinar are the judges' comments, however, you will not be able to see the individualized comments on your Concept Note.

29. How many finalists are there?

A response will not be provided to this question.

30. The hardware that's used for the technological innovation has a lifetime of over a year, but is much cheaper than 5000\$ should it be categorized as equipment or as supplies in the budget? Or would you suggest another cost category?

Categorize as supplies. To be categorized as equipment, it must meet the full USAID definition as follows: Equipment means tangible nonexpendable personal property including exempt property charged directly to the award having a useful life of more than one year AND an acquisition cost of \$5000 or more per unit.

31. Should both partners in the proposal submit past performance references in Annex 5 or just the lead partner?

Only the prime applicant is required to submit past performance references. However, partner experience should be summarized in the Organizational Capacity section.

32. If an MOU with the Ministry of Education is already available are letters of support from lower levels of the Ministry of Education (i.e. provincial or communal level) needed?

From RFA Section 8 Access - Applicants must demonstrate access to the data and educational delivery settings proposed. If invited to submit a full application, Applicants must provide letters of support which document that access to the secondary data sets and educational delivery settings (i.e. classrooms, schools, districts, etc.) was granted. If documentation is not provided, then the ACR GCD Partners may not award the grant or may withhold funds until the information verifying access is received.

33. In which language should the letters of support be written? Can it be done in French with an English translation added?

Yes, the letter of support can be in any language, if a translation into English is provided.

34. I want to confirm that the PPRs should, as is in the amendment, be in Annex 5 and not count towards the page limit of 25 pages.

Confirmed, PPRs do not count towards the page limit of 25 pages.

35. How/where in the application should letters of support be attached?

Please attach letters of support following the annexes.

37. Where should we put the bibliography of citations?

Applicants are welcome to include footnotes or endnotes.

38. I have two questions - 1) can you explain more about what you mean by "private sector" on p. 14, 2) is annex 4 the same as the information required on p. 18?

The term private sector generally refers to for-profit entities as well as nonprofit and nongovernmental organizations and academic institutions. However, in this RFA, only partnerships with for-profit entities (companies or businesses) will be deemed "private sector partners", referring only to for-profit entities. These entities may be of any size, both local and multi-national.

No, this is not the same information, page 18 of the RFA refers to documentation of access to educational delivery settings, using secondary data and publicly available information and Annex 4 is the Budget Summary.

40. Do we need to provide any certification or letter of commitment from the partners?

Letters of support/commitment are strongly encouraged from all partners.

41. Are we able to increase/adjust a budget from what was originally proposed in the concept note stage?

Yes, however all changes must be justified in the Budget Notes.

42. How does the ACR distinguish between i). partners and sub-grantees, and ii.) contractual service providers and sub-grantees?

Partners can be non-funded contributors to the project as well as funded through a sub-grant or contract. Please clearly outline the nature of the partnership in the proposal. Determining if a partner will be acting as a sub-grantee or a contractor/vendor for the project depends on the roles and responsibilities the partner will own during the project. The attached table draws some distinctions between the two options.*(see attached table included at the end of the end of this document)

43. When is the project expected to start, if approved?

Awards will be made between September and December 2014, project implementation will begin upon award.

44. Please confirm that it is fine to budget in the M&E budget category for the baseline, end line and external evaluations.

Yes, please budget for the baseline and end line data collection and all project monitoring in the M&E budget, however a budget should not be included for external evaluation as World Vision will be contracting an external M&E firm to conduct the evaluations.

45. Does the proposal have to be anonymous (Applicant?) as it was in the concept note?

No, proposals do not need to be anonymous.

46. Question 2: Where should we outline the use of the innovation to improve an identified problem area? It seems there is overlap in Innovative Viability (section C) and application and sustainability (section a).

The activities proposed to improve an identified problem must be summarized in both sections.

48. Can the detailed budget be provided as a separate Excel file, or need it be included within the Full Application Word document?

There is a separate space to upload the excel budget file on the OmniCompete site.

50. There is no existing data on the age group our intervention targets; is it permissible to gather all of our own data?

Yes, this is permissible, but should be well documented.

51. If we have a working demo of the technology/ content, may we include a link to it online or screen grabs as part of the application?

Yes, you may include this in your Full Application as long as the page limits are adhered to.

52.

1) The application emphasizes data from education delivery institutes—since our intervention is with public libraries, can we consider libraries the education delivery institute or does it have to be schools?

Yes, libraries are acceptable as long as the proposed project can demonstrate a clear linkage to Outcome #1 and Output #1.

2.) Our intervention targets pre-school aged readers; it will thus be several years before they are in school and we can measure whether or not the earlier, mother-tongue literacy intervention increased their reading aptitude in primary school (as research suggests it will). Given the grant's 2-year timeline, and the nature of our intervention, is it adequate to create our own before-and-after literacy test to evaluate progress?

Yes, you may propose a test or approach to developing a valid literacy test for this specific age group.

4.) Do the letters of support have to also be anonymous? If so, how do we link the letters with the application? How/where in the application should the letters of support be submitted?

No, letters of support do not need to be anonymous.

5.) Are there any no-go regions within countries? (I.e. for safety reason)

Implementation is limited to the Eligible Countries listed in Appendix 3, otherwise there are no restrictions on geographic region. However, clear justification of demand based on a needs/market assessment must be presented to articulate why the particular area was selected and why the costs are justified.

53. Our project expects to be working in 100 schools in the country in question, with the full support of the Ministry of Education. Will letter of support from the ministry be sufficient, or also all 100 schools participating?

A letter from the ministry will be sufficient as long as it grants access to the schools participating.

55. Part 5.5 (page 42) specifies that offerors will forward the past performance questionnaire, in Appendix 4, to three (3) references to clients who must then submit the completed questionnaire directly to acrgcd@worldvision.org by the proposal due date specified in the RFA. Will ACR GCD Partners waive this requirement for programs that have undergone the CPARs process and for which CPARs are available through the NIH database?

No, this requirement will not be waived.

56. How important is a cost share part to the budget? Will the budget template have cost share section as well?

Please refer to RFA Section 6.4 - Cost sharing is required and each Applicant must demonstrate a minimum of 5 percent cost share. Yes, the budget template include a space to indicate cost share.

57. Are we supposed to stick to the original theory of change and M&E plan?

Revisions to the theory of change and M&E plan are permitted.

58. Appendix 4 - Applicant Performance Report: does it need to be done by only the primary applicant, or also partners to the project?

This only needs to be completed by the prime applicant. Partner experience should be articulated in the Organizational Capacity section.

Is it a total of 3 (ie: primary gets 2 letters of support and the partner organization gets 1), or 3 for each participating organization?

The primary organization is responsible for submitting Past Performance References (3) and all letters of support.

59. For the Past Performance Information, please confirm that it is fine to just use the donor as the "client" for similar previous grants. If not, can you please provide more guidance on how the PPI form should be completed.

Client refers to the donor and/or organization that you conducted the work for, most likely this will be the Agreement Officer or Contract Officer you reported to during the project implementation.

60. Do the partners expect an org chart? CVs?

RFA Section 10 - The Organizational Capacity Section must include a Management, Implementation and Staffing Plan. This section should include the staffing needed to accomplish the proposed activities including: support from experts, and managing data collection, analysis, and reporting. An Org Chart and CVs may be provided, but are not required.

64. Monitoring and Evaluation (6 pages) - re - Summary of annexes 1 – 3 to be included, is that part of the 6 pages?

The annexes are exclusive of the page limit, however the summaries must be included in the Monitoring and Evaluation section and are subject to the 6 page limit.

65. When should applicants expect to hear back with an issues letter and a final decision on their submission?

Awards will be made between September and December 2014.

67. Is there any flexibility in the number of pages allocated for each section?

No, please adhere to the page limits stated in Amendment #3.

68. What is the link for the website that you are mentioning as having the application resources and responses to questions?

The website is: https://www.omnicompete.com/acrgcd_grant_competition.html.

70. Annex 3 – Work Plan Template: Can it be or is it expected to be modified?

The work plan can be modified, but the technology, focus area, problem and country of implementation cannot be modified.

74. Is there a required template for the cover page?

Please include the following information on the Cover Page:

- a. Prime Organization Name
- b. Prime Organization Business Status (non-profit, for profit, PVO, etc.)
- c. Prime DUNS Number
- d. Prime Tax Identification Number (TIN) if a US entity
- e. Prime Contact Name (authorized negotiator)
- f. Prime Contact Email address
- g. Prime Contact telephone and fax number
- h. Prime Complete business mailing address

For Major Proposed Sub-Awardees only:

- a. Sub Organization Name(s)
- b. Sub Organization(s) Business Status (non-profit, for profit, PVO, etc.)
- c. Sub DUNS Number
- d. Sub Contact Name
- e. Sub Contact Email address
- f. Sub Contact telephone and fax number
- g. Sub Complete business mailing address

75. When will the templates for the full proposal be available?

Templates for the full proposal will not be provided. Instructions on which sections to include in the Full Application were included in Amendment #3, a full budget template will be available on OmniCompete on Friday July 11th.

From Amendment #3 - Section 12, Stage 2: Full Application, "The Full Application, no more than 25 pages, should be presented in the following manner:

1. Cover Page (exclusive of 25 page limit)

2. Executive Summary (2 pages): Summarize the proposed technology-based innovation; its viability, application and sustainability M&E and organizational capacity.

3. Innovation Viability (6 pages): Describe the extent to which the project is innovative and potentially transformative and the evidence to document. A plan for scale-up should be built into this section and tied to the Theory of Change.

4. Application and Sustainability (6 pages): Describe how the proposed innovation is relevant to the context and has the potential to improve student reading scores in primary grades. This section must demonstrate the innovation's ability to address the characteristics of end-users/beneficiaries (i.e. language, reading level, boys and girls) and the needs of the education system.

5. Monitoring and Evaluation (6 pages) Describe the draft monitoring and evaluation plan, demonstrating appropriateness, clarity, and logic of the approach to managing and implementing the project. A summary of the information included in Annexes 1-3 must be included in this section.

a. Annex 1 - Monitoring and Evaluation Template (excluded from page limit)

b. Annex 2 - Theory of Change Chart (excluded from page limit)

c. Annex 3 - Work Plan Template (excluded from page limit)

6. Organizational Capacity (5 pages) Describe past performance and organizational capacity to ensure potential success in this project. Past Performance References (minimum 3 projects, within the past 5 years) should be included as a part of Annex 5 using the template provided in Appendix 4. **Applicants must provide letters of support which document that access to the secondary data sets and educational delivery settings (i.e. classrooms, schools, districts, etc.) was granted.**

7. Full Budget (exclusive of 25 page limit)

8. Annexes 1 through 7 (exclusive of 25 page limit)"

III. Webinars will be provided on July 7, 2014 to further articulate refinement at the Full Application Stage, in the areas listed in RFA Section 13: Application Review Information. Time and Access information will be provided via email prior to July 7, 2014. This will be the only opportunity for applicants to ask questions.

77. Can we submit the Full Application as a pdf file?

Yes, all applicants must submit the Full Application as a pdf file and the full budget as an excel file. There will be prompts on OmniCompete to assist with submitting these two items.

78. Annex 7 - budget notes, how much information is required?

A narrative will be required 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 effectiveness, particularly when proposed costs exceed market rate. All costs will need to be broken down by output/activity in the full budget spreadsheet.

79. Have you established the total overall budget and also the budget for each individual component?

No, the only budget indications that were given are: 5% of the project budget must be for M&E and 5% is required for cost sharing.

80. If there are additional questions, how should they be submitted?

We will not accept any additional questions after July 10, 2014.

81. Are you able to tell us how many awards you plan to grant?

Per the RFA, Section 6.2 Estimated Funding Availability: It is estimated that at a minimum US \$2,700,000 will be made available for awards under the RFA. Approximately three awards per focus area will be made, with a total of \$900,000 available under each focus area, and with the flexibility to make more or less awards. The amount of available funding is subject to change. The ACR GCD Partners reserves the right not to make any awards under this RFA.

82. I submitted my organization's concept note; however, when the full application is due I will be travelling for business and will have limited internet connectivity. Is it possible for a different representative of my organization to submit the full proposal? If so, are there any special steps that need to be taken?

You may either give your login details to someone else to submit for you OR contact grandchallenges@innocentive.com to see if another user can be added to your account. Submissions will only be accepted via the OmniCompete site.

83. Is there an appropriate or "best" place to outline (in terms of narrative) the theory of change/project objectives and intermediate results (IRs)? Should it be provided under the Innovation Viability section or Application and Sustainability (or both)?

The theory of change/project objectives should be summarized in each section as necessary to explain the required elements as described in the Instructions.

84. Can you confirm that we need to do the following for our PPRs: in Annex 5 of our application package, we should provide the PPR forms with Part 1 only filled out. Additionally, we need to send these PPRs to the relevant client/donor, who will need to send them directly to World Vision, with Part II filled in.

Yes, this is correct. From RFA page 42 - 5. Past Performance References. Please provide past performance information for up to (3) projects within the past five years. The template in Appendix 4 - Applicant Performance Report includes two parts. Part I: Applicant Information must be **completed by the Applicant**. Part II: Performance Assessment must be completed by the client. Applicants must send Part II to a minimum of three clients for their completion. **Completed Performance Assessments should be emailed directly from the Client to acrgcd@worldvision.org by the closing date of this RFA.**

85. Also will be possible to submit two projects one for Malawi and one for Senegal separately?

Applicants are not permitted to change the Focus Area, type of technology or country of implementation that was originally proposed in the Concept Note.

86. Is the ceiling \$900,000 or does the ceiling moves on the quality of the proposals?

Per the RFA, Section 6.2 Estimated Funding Availability: It is estimated that at a minimum US \$2,700,000 will be made available for awards under the RFA. Approximately three awards per focus area will be made, with a total of \$900,000 available under each focus area, and with the flexibility to make more or

less awards. The amount of available funding is subject to change. The ACR GCD Partners reserves the right not to make any awards under this RFA.

| *Key Differences Between Subgrantees and Contractors/Vendors | |
|--|---|
| Indicates a Subgrantee: | Indicates a Contractor/Vendor: |
| A grantee passes assistance funds on to a subgrantee in order to implement, carry out, or administer some or part of the project for which the grantee has received grant funding. | A subgrantee <u>procures</u> (purchases) goods or services while a contractor <u>provides</u> goods or services to the primary grantee. These goods and services provided by the contractor must support the grantee's project. |
| A subgrantee's purpose is to assist in providing services to beneficiaries in order to achieve programmatic objectives. | A contractor's purpose is to provide goods/services to grantee that are in line with the achievement of programmatic objectives. The provision of these goods/services is within the normal business operations of the contractor. |
| A subgrantee does not provide similar services to many different organizations. | A contractor provides similar goods or services to many different purchasers. |
| "Free and open competition" <u>is not required</u> in the selection of subgrantees under USG grants | "Free and open competition" <u>is required</u> in the selection of contractors under USG grants. |
| The criteria for subgrantee selection are based on who can best help meet programmatic objectives of grant and donor requirements for subgranting. | The criteria for contractor selection are based on who can do the best job. |
| A subgrantee has the responsibility for programmatic decision-making. | A contractor does not have the responsibility for programmatic decision-making. The grantee identifies the Scope of Work for the contractor. The Scope of Work under a contract is almost always a list of narrowly defined performance objectives. |
| A subgrantee determines the eligibility of beneficiaries for assistance. | A contractor does not determine the eligibility of beneficiaries for assistance. |
| A subgrantee is responsible for meeting applicable program compliance requirements. | A contractor is not responsible for meeting program compliance requirements. These requirements do not apply to the goods or services provided by the contractor. |
| A subgrantee's performance is measured against whether the subgrantee has met project objectives. | A contractor's performance is measured by whether the contractor satisfactorily provides specific goods and /or services. |

| *Key Differences Between Subgrantees and Contractors/Vendors | |
|---|---|
| Indicates a Subgrantee: | Indicates a Contractor/Vendor: |
| The grantee must monitor the performance of a subgrantee. | The grantee is concerned only with the results obtained by the contractor. |
| A subgrantee is paid either through reimbursement or on a periodic advance payment basis. | A contractor is paid <u>after</u> goods/services have been provided to the grantee. |
| Under subgrants, cost sharing (or matching) is common. | Under contracts, cost-sharing/matching is not applicable. |
| The legal instrument used is referred to as a “subgrant.” | The legal instrument used is referred to as a “contract”. |
| Subgrants require prior approval from the USG. | Generally, procurement contracts do not require prior approval from the USG. |
| A clause in the agreement allowing “termination for convenience” may indicate a subgrant. It is assumed in such a case that the subgrantee can walk away from the agreement. | A contractor has a contractual obligation to perform, providing all the goods and/or services specified in the Scope of Work. |
| Usually, most or all of the programmatic, legal, and financial requirements applicable to the grantee also apply to the subgrantee. | Not all of the requirements applicable to the grantee necessarily apply to the contractor. |
| Title to property depends on the provisions included in the subgrant agreement (although usually it vests with the grantee). | Title to property is not applicable to vendors, although it can be applicable to consultant contracts with regard to work product (i.e., their intellectual property). Title to a consultant’s work product generally stays with the grantee. |
| U.S. subgrantees that expend US\$500,000 or more in USG grant funds in a year are subject to the audit requirements under OMB A-133. Non-U.S. subgrantees that expend US\$300,000 or more in USG grant funds in a year are also subject to audit. | Contractors must provide access to their books. However, contractors who receive USG funding under a grant are not subject to OMB A-133. |
| Scope of work developed by subgrantee (in partnership with grantee) | Scope of work developed by grantee |

Responses to Questions Part II
7/14/14

1. RFA Section 7.8 Copyright and Eligibility: we will be reproducing material that has already been designed and produced under previous funding and alliances. We would like to know if using this material in the grant project, by republishing it in printed or digital form, we would be obliged to give ACR GCD partners the rights to “reproduce, publish or otherwise use these products”. As these materials were designed outside this grant’s funding and through other partners, it is possible that we would not be able to grant these rights.

Applicants will be required to grant ACR GCD partners a royalty-free, nonexclusive, irrevocable license to reproduce, publish, or otherwise use the submitted work. Content should be able to be reproduced in multiple formats, as long as proper attribution is given. Please note that the sustainability model of the innovation will be part of the evaluation process of applicants’ full application.

2. We are developing a software that can be accessed by both registered users and non-registered users. Both options will be free to the user, however the second registration will come at a cost (e.g. website maintenance, child protection assurances). Under Section 8.3 of the RFA it states “any software must be made accessible to the public ... whereby a grantee will make submitted work public available under a license that allows the software and source code to be freely used, copied and shared”. We are willing to comply with this requirement, however after the period of performance we will be unable to maintain the registered access to users due to the cost that would be incurred. Will this be acceptable under this Public Availability of Information requirement?

Further 8.3 states “any derivative works to be freely used, copied and shared without charge and with proper attribution”. Can you please provide a definition of “proper” under this requirement?

Response: “Proper” refers to clearly defined acknowledgement of the source and producer of materials/technology etc. However, please note that the sustainability model of the innovation will be part of the evaluation process of applicants’ full application.

3. Can the period of performance be adjusted from 24 months to 18months, from concept note to full application?

Yes. However, justification of how objectives/interventions will be achieved must be clearly defined.

4. Should we budget for an external final evaluation or will World Vision be contracting directly for that?

No, applicants should not budget for an external final evaluation. World Vision will be contracting an external firm to do this.

5. Must all monitoring plans include treatment and control? Will non-experimental designs be considered?

Reading assessment data should be collected from both treatment and control groups. That said, data collection outside of the reading assessment may be non-experimental.

6. Regarding appendix 4, to whom does "client" refer? Are you looking for references from beneficiaries of our previous programs, or from Grantors that have funded us in the past?

Client refers to the donor and/or organization that you conducted the work for, most likely this will be the Agreement Officer or Contract Officer you reported to during the project implementation. Past

Performance references should be from donor-funded grants and/or contracts where you conducted work similar to that proposed in your Full Application.

7. Are letters of support restricted to proposed implementation partners, or may we also submit letters of support from organizations/previous partners who can attest to our grant implementation capacity and experience?

Letters of support are required from all implementation partners, as well as from the appropriate authorities to grant access to educational delivery settings and/or secondary data sets. These letters should not be from organizations/beneficiaries that aren't associated with the project.

8. Can the applicant expect to work with an external evaluator to conduct the tests and final evaluation?

Applicants can expect to receive technical assistance from the external evaluation firm to prepare for, but not conduct, the baseline and end line reading assessments. The external evaluation firm will conduct the final evaluation independently, but will work with grantees as necessary.

9. What is the magnitude of the scale up envisioned?

ACR GCD recognizes that each proposed innovation reflects a unique scalability plan. Therefore, applicants must demonstrate their vision for scaling of the proposed innovation. Applicants should outline how the initial testing will inform planning for a path to achieve financial and operational sustainability, highlight any additional partners that will be needed for scaling, and identify well-defined metrics to judge success (with relevant targets). The plan must also demonstrate awareness of important risks, obstacles, and implementing opportunities, including external market factors facing the applicant that would scale commercially or an assessment of the strengths/weaknesses of alternative solutions for approaches that would scale through the public sector.

10. Summary of annexes 1 – 3 to be included, is that part of the 6 pages?

Yes, annexes 1-3 are meant to inform the 6 page M&E narrative.

11. Required Certifications Annex: Certification Narcotics Offenses and Drug Trafficking: Who should sign the forms for Key individuals and who should do the same for the participants?

An authorized representative from the Prime Applicant must sign all required certifications.

12. Shall the NGO doing implementation and the PIs sign the forms as individuals? Should they sign the individual of the participants form? Which forms of both forms shall we sign as NGOs?

The prime organization must sign all required Certifications, partners and personnel are not required to sign. Please also refer to answers under questions 4 and 10 above. However, letters of support are required from all partner organizations. Please note that applicants are only required to conduct baseline and end line reading assessments and project monitoring. Applicants will not be conducting evaluations.

13. We have not yet received a direct award from USAID or World Vision, where we can find the pre-award surveys that we need to fill in? Shall we complete them at this stage?

The pre-award surveys are not required at this time.

14. Full budget template: Shall we use the budget form found at the resources of USAID at the following link <http://www.usaid.gov/what-we-do/working-crises-and-conflict/crisis-response/resources/guidelines-proposals> ?

No, please use the full budget template now available on OmniCompete.

15. The webinar noted that the ACR GCD Partners request applicants to submit an organizational chart and the CV for the Project Director. Would it be possible to submit these items as annexes to the application?

CVs and an Organizational Chart may be included, but are not required by the RFA. The organizational chart may be included as a part of the Organizational Capacity Section and any CVs may be included as annexes.

16. Would it be possible to make a transcription of the webinar available to applicants? The sound quality of the webinar made it difficult to hear all the responses to the questions fielded during the session.

All responses to questions asked during the webinar and via email are included in this document. A recording of the webinar is posted on OmniCompete, as is the Power point presentation including all notes used for the presentation.

17. What should the Letters of Support from all program partners entail? Should this be a standard letter, or is there a form? Also, should the Letters of Support all be included as appendices or should they be sent in by the supporting organizations? Finally, should these letters speak to all involvement with us in the project, or should they only speak to accessing data?

The Letters should entail the necessary agreements necessary to implement the proposed project. There is no standard form. The Letters should be included following the annexes.

18. We need to have 3 former partners fill out Appendix 4: Past Performance Information, correct? And, this is separate from the Letters of Support, correct? May this form be handwritten and scanned?

This is not correct. Only the prime organization is required to complete the Past Performance Information. Part I of the form should be completed by the applicant and submitted with the application. Part II, should be completed by the clients for which the work was performed per the submission instructions noted previously. The forms may be hand written or typed.

19. Where do we include the equal opportunity survey?

This should be included as a part of the Required Certifications.

20. Do nonprofits need to fill out p. 37-42 certifications or is this part only for individuals?

From the RFA, when applicable, provide a signed copy of "Key Individual Certification Narcotics Offenses and Drug Trafficking" (See ADS 206);

This certification would only be required if the proposal is for a covered country. The FY14 covered countries include Afghanistan, The Bahamas, Belize, Bolivia, Burma, Colombia, Costa Rica, the

Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, India, Jamaica, Laos, Mexico, Nicaragua, Pakistan, Panama, Peru, and Venezuela. Per ADS 206, and in the case of U.S. NGOs, this certification is required for the key individual that is the in-country “project manager” or similar official principally responsible for the administration of the USAID-financed activity. In cases where there is no in-country presence, there is no requirement to identify U.S. based key individuals through the submission of this certification.

When applicable, provide a signed copy of “Participant Certification Narcotics Offenses and Drug Trafficking” (See ADS 206);

This certification is only required for individuals who are located in a covered country and who are proposed recipients of USAID-financed scholarships, fellowships or participant training (structured training of more than 6 hours and external from recipients organization). The FY14 covered countries include Afghanistan, The Bahamas, Belize, Bolivia, Burma, Colombia, Costa Rica, the Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, India, Jamaica, Laos, Mexico, Nicaragua, Pakistan, Panama, Peru, and Venezuela.

APPLICATION REVIEW INFORMATION

Each application submitted in response to this RFA will be evaluated in accordance with the evaluation criteria set forth below by internal and external experts in literacy, technology, development, disabilities, and community engagement. 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. Applications received pursuant to this RFA will be evaluated using a two-step evaluation process.

Step 1: Evaluation of the Concept Note

For all applications meeting the basic eligibility requirements, technical evaluation panels will evaluate the Concept Note to determine the application's relevance to improving student reading scores in early primary education, innovation, and the project goal. The relative scoring weight of the criteria are listed below so that Applicants will know which areas require the most emphasis. In addition, Applicants' anonymity will be maintained for the technical evaluation panel in Step 1.

The applications deemed to be within the competitive range will move on to Step 2, where a Full Application will be requested and evaluated. Feedback from judges on the Concept Note will be shared with those invited to participate in the Full Application step. The applications that are outside of the competitive range will not move on to Step 2.

Step 2: Evaluation of the Full Application

All applications included in the competitive range after Step 1 will then be invited to submit a Full Application and will be evaluated based on the following technical evaluation criteria. The relative scoring weight of the criteria are listed below, so that Applicants will know which areas require emphasis in the preparation of information.

Evaluation Criteria

1. Innovative Viability (35 points)

The Concept Note and Full Application will be evaluated on the extent to which the project is innovative and potentially transformative. The following factors will be taken into account in the evaluation of this criterion:

- A. The extent to which the innovation is likely to improve reading scores among targeted beneficiaries;
- B. The extent to which the innovation is reflective of demand substantiated by original evidence or secondary research (needs assessment, market research etc.);
- C. The extent to which the innovation addresses one of the problems articulated in Section 3;
- D. The extent to which the innovation can be monitored for success;
- E. The extent to which the innovation is cost effective (financially sustainable); and
- F. The extent to which there is potential for wide-scale impact on targeted beneficiaries.

2. Application and Sustainability in Developing or Emerging Countries (35 points)

The Concept Note and Full Application will be evaluated on the extent to which the proposed innovation is relevant to the context and has the potential to improve student reading scores in grades/levels one to three. The following factors will be taken into account in the evaluation of this criterion:

- A. The extent to which the innovation addresses the Problem selected and the proposed theory of change is clear and logical;
- B. The extent to which the innovation appropriately addresses the characteristics of end-users/beneficiaries (i.e. language, reading level) and the needs of the education system;
- C. The extent to which the intervention is market appropriate and responds to demand;
- D. The extent to which the innovation demonstrates an understanding of the constraints and opportunities that may result in different outcomes for girls and boys and how the project meets the needs of all children;
- E. The extent to which there is support from families, the education system and/or engagement of local/national/regional partners in project design, implementation, and evaluation; and
- F. The extent to which a sustainable model is clearly and logically defined.

3. Monitoring and Evaluation (20 points)

The Concept Note and Full Application will be evaluated on the appropriateness, clarity, and logic of the approach to managing and implementing the project. The following factors will be taken into account in the evaluation of this criterion:

- A. The extent to which the approach to implementation, and monitoring and evaluation is appropriate, clear, and logical;
- B. The extent to which the M&E plan demonstrates a clear link to the overall goal to improve literacy for students in early primary education and the extent to which results are measureable and attributable; and
- C. The extent to which the proposed indicators are linked to Outcome 1 and Output 1, and are realistic, logical, and appropriate within the budget and time period allocated.

4. Organizational Capacity (10 points)

The Concept Note and Full 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:

- A. The Applicant's prior experience and success in implementing, managing, and evaluating similar activities; and
- B. The Applicant's record of collaborating closely with various levels of host country governments; stakeholders in the development, implementation, and evaluation processes; and/or other public and/or private sector partners.