



FOREIGN AGRICULTURAL SERVICE

Food Assistance Division
Office of Capacity Building and Development

Fiscal Year (FY) 2017 Food Assistance Proposal
Guidance and Notice of Funding Opportunity

**McGovern Dole International Food for Education
and Child Nutrition Program**

October 21, 2016

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U.S. DEPARTMENT OF AGRICULTURE
Foreign Agricultural Service

ANNOUNCEMENT TYPE: Notice of Funding Opportunity (NOFO)

FUNDING OPPORTUNITY NUMBER: FAS-MCGOVERN-DOLE PROGRAM-17

ANTICIPATED AWARD TYPE: Cooperative Agreement

CATALOG OF FEDERAL DOMESTIC ASSISTANCE (CFDA) NUMBER: 10.608

DATES: Applications must be submitted to the United States Department of Agriculture (USDA) in the Food Aid Information System (FAIS) by 5:00 p.m. Eastern Standard Time (EST) on January 19, 2017. Applications received after this date will not be considered. The USDA Foreign Agricultural Service (FAS) advises applicants to begin the application process early to allow time to address any difficulties that may arise. There will be no exceptions to this application deadline. Comments regarding this Notice of Funding Opportunity will be considered to the extent practicable, and should be submitted to ppded@fas.usda.gov.

EXECUTIVE SUMMARY: FAS expects to make multiple three to five year awards, totaling up to \$200 million. FAS will accept applications for the following priority countries: Benin, Haiti, Lao PDR, Liberia, Madagascar, Mauritania, Nepal, Nicaragua, and Republic of Congo. The McGovern-Dole program helps support education, child development, and food security in low-income, food-deficit countries around the world. This program provides for the donation of U.S. agricultural commodities, as well as financial and technical assistance, to carry out school feeding programs that strengthen food security, reduce the incidence of hunger, and improve literacy and nutrition, particularly with respect to girls. Private Voluntary Organizations (PVO), foreign governments, and intergovernmental organizations are eligible to apply.

NEW IN FY 2017

This year's proposal submission changes are outlined below:

- There is new guidance on nutrition in [Part IV, Section B, VII](#), that includes:
 - For FY 2017, new standard nutrition indicators available for use;
 - All proposals are required to address McGovern-Dole Strategic Objective 2, or SO2, in the recently revised "Increased Use of Improved Health, Nutrition and Dietary Practices" (McGovern-Dole SO2); and
 - All applicants who offer food items in addition to the USDA commodities are required to track these additions with custom indicators;
- There is new guidance on [deworming](#): USDA anticipates that applicants will include a plan, where applicable, on implementing school-based deworming activities in all targeted McGovern-Dole schools if other actors are not currently doing so, in coordination with the Ministry of Health or the relevant host-country government entity;
- 7 CFR part 1599 has been updated and makes clear that the guidance in 2 CFR part 200, as supplemented by 2 CFR part 400 and 7 CFR part 1599, applies to awards

under the McGovern-Dole program. Applicants for, and recipients of, awards under the McGovern-Dole program must consult all three parts to be informed of all regulatory requirements. Because 7 CFR part 1599 deals specifically with the McGovern-Dole program, the provisions of 7 CFR part 1599 will apply if they differ from the provisions of 2 CFR part 200 or part 400;

- Applicants will be required to include the amount of funding that will be provided to each proposed subrecipient under the agreement (7 CFR 1599.14);
- New and modified existing provisions have been added relating to cash advances and reimbursements for expenses (7 CFR 1599.6(f)(1));
- New and modified existing labeling and notification requirements applicable to the packaging, identification, source, funding, and use of the donated commodities have been added, while allowing for the waiver of these labeling and notification requirements in exceptional circumstances (7 CFR 1599.8(d) – (h));
- Language requiring recipients to report on the loss of or damage to donated commodities and pursue claims in the event of loss or damage (7 CFR 1599.9 and 1599.10) has been added and modified;
- New performance monitoring and evaluation requirements (7 CFR 1599.12) have been updated;
- Reporting requirements (7 CFR 1599.13) have been updated;
- A section has been added setting forth audit requirements for recipients and subrecipients (7 CFR 1599.18). Although the audit requirements in subpart F of 2 CFR part 200 do not apply to recipients or subrecipients that are for-profit entities or foreign organizations, FAS has made the determination to require such recipients and subrecipients to obtain an audit, provided that they expend, during the fiscal year, a total of at least the audit requirement threshold in 2 CFR 200.501 in Federal awards. The regulations lay out two options for satisfying this audit requirement;
- Federal award documentation must provide, as required per 2 CFR 200.210(a): (1) Recipient name (which must match the name associated with its unique entity identifier as defined at 2 CFR 25.315); (2) Recipient's unique entity identifier; (3) Unique Federal Award Identification Number (FAIN); (4) Federal Award Date (see §200.39 Federal award date); (5) Period of Performance Start and End Date; (6) Amount of Federal Funds Obligated by this action; (7) Total Amount of Federal Funds Obligated; (8) Total Amount of the Federal Award; (9) Budget Approved by the Federal Awarding Agency; (10) Total Approved Cost Sharing or Matching, where applicable; (11) Federal award project description, (to comply with statutory requirements (e.g., FFATA)); (12) Name of Federal awarding agency and contact information for awarding official; (13) CFDA Number and Name; (14) Identification of whether the award is R&D; and (15) Indirect cost rate for the Federal award (including if the *de minimis* rate is charged per §200.414 Indirect (F&A) costs);
- There is new guidance on the [Let Girls Learn Initiative](#), which employs a whole-of-government approach to help adolescent girls around the world obtain a quality education and empowers them to reach their full potential. Additional guidance for Liberia, Lao PDR, and Nepal is included in [Appendix B - Country Specific Guidance](#);

- Applicants are encouraged to address climate change risks and climate resilient development activities that can support sustainability considerations related to school feeding programs.
- Where appropriate, Applicants are encouraged to align activities with the objectives of the [Global Food Security Strategy](#) and select Feed the Future indicators.
- On July 20, 2016, President Obama signed the [Global Food Security Act](#) into law, reaffirming the United States' commitment to ending global hunger, poverty and child malnutrition. The law reinforces the federal government's successful approach to increasing food security and nutrition through the Feed the Future initiative, and the corresponding [Global Food Security Strategy](#) was published in September 2016.

LIST OF ACRONYMS

CCC	Commodity Credit Corporation
CDCP	Centers for Disease Control and Prevention
CFR	Code of Federal Regulations
COLA	Cost of Living Adjustment
CV	Curriculum Vitae
DOL	Department of Labor
DOS	Department of State
DOT	Department of Treasury
DUNS	Dun & Bradstreet
FAD	Food Assistance Division
FAIS	Food Aid Information System
FAO	United Nations Food and Agriculture Organization
FAS	Foreign Agricultural Service
FICA	Federal Insurance Contributions Act
FTF	Feed the Future
FY	Fiscal Year
GDP	Gross Domestic Product
GNI	Gross National Income
GSA	General Services Administration
IR	Intermediate Results
ITSH	Internal Transport, Storage, and Handling
LGL	Let Girls Learn
M & E	Monitoring and Evaluation
MCC	Millennium Challenge Corporation
MCHN	Maternal Child Health and Nutrition
McGovern-Dole	McGovern-Dole International Food for Education and Child Nutrition Program
MOU	Memorandum of Understanding
MT	Metric Tons
NGO	Non-Governmental Organization
NICRA	Negotiated Indirect Cost Recovery Agreement
NIFA	National Institute of Food and Agriculture
NOFO	Notice of Funding Opportunity
OCBD	Office of Capacity Building and Development
OMB	Office of Management and Budget
PIN	Personal Identification Number
PMP	Performance Monitoring Plan
PVO	Private Voluntary Organization
PER	Public Expenditure Review
RCT	Randomized Control Trial
ROM	Results Oriented Management
R&R	Rest and Recreation
RF	Results Framework
SAM	System for Award Management
SF	Standard Form
SFP	School Feeding Program
SMC	School Management Committee
SO	Strategic Objective
UN	United Nations

USAID	United States Agency for International Development
USDA	United States Department of Agriculture
USG	United States Government
WAEMU	West Africa Economic and Monetary Union
WB	World Bank
WHO	World Health Organization
WFP	World Food Program

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PART I – FUNDING OPPORTUNITY DESCRIPTION

A. Authority

The McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole) is authorized in section 3107 of the Farm Security and Rural Investment Act of 2002 (7. U.S.C. 1736o-1). The [regulations](#) governing McGovern-Dole were updated October 12, 2016.

B. Program Objectives

McGovern-Dole helps support food security, child development, and education in low-income, food-deficit, countries around the world. The program provides for the donation of U.S. agricultural commodities, as well as financial and technical assistance, to support school feeding, literacy and maternal and child health and nutrition projects worldwide pursuant to an agreement with USDA-FAS..

McGovern-Dole's key objective is to reduce hunger and improve literacy and nutrition among school-age students, especially girls. By providing school meals, teacher training and related education and nutrition support, McGovern-Dole helps boost school enrollment, attendance and literacy results. McGovern-Dole also supports maternal and child health and nutrition (MCHN) activities. To increase the use of improved health, nutrition and dietary practices, McGovern-Dole encourages the inclusion of health and nutrition-sensitive activities such as the use of micronutrient-fortified products in rations, treatments for de-worming and diarrhea, water, sanitation and health (WASH) projects, planting in school gardens, and curriculum-based nutrition education. McGovern-Dole sees adequate nutrition as fundamental to ending hunger and extreme poverty and as a path towards healthy growth and better educational performance. Please note all proposals are required to address both McGovern-Dole strategic objectives: "Improved Literacy of School-Age Children" (McGovern-Dole SO1) and the recently revised "Increased Use of Improved Health, Nutrition and Dietary Practices" (McGovern-Dole SO2).

C. Purpose of Funding

FAS is soliciting applications for the Fiscal Year 2017 McGovern-Dole program. Priority countries and regions are noted below in [Section D. Priority Countries and Regions](#) of this announcement. In this solicitation, FAS will give priority consideration to proposals that implement pre- and primary school feeding, support effective literacy and nutrition activities, address the sustainability of the school feeding program through government capacity building, and implement climate smart, context-specific food solutions. Sustainability is a priority for FAS, as it supports FAS efforts to reduce poverty and food insecurity in fragile economies on their path to becoming self-sufficient. Under McGovern-Dole, sustainability relates to the ability to transfer the school meals program to the local government for ownership. FAS is focusing on the most urgent challenges, helping communities develop sustainable sources of food supplies while building climate change resilience in their food sourcing practices.

D. Priority Countries and Regions

FAS will consider proposals from all organizations, including current recipients and new organizations. For additional information on the priority countries for this funding opportunity, applicants are encouraged to refer to [Appendix B – Country Specific Guidance](#) for a more in-depth understanding of the McGovern-Dole strategy. FAS will give priority consideration to eligible applications for the following countries and regions:

NEW PROJECTS

Country	Region(s)
Madagascar	All Regions
Mauritania	Southern Region

EXISTING PROJECTS

Country	Region(s)
Benin	Alibori and Borgou Departments
Haiti	Cap Haitien, Port-au-Prince, St. Marc, Southwest Departments of Grande'Anse, Sud and Nippes (departments most negatively impacted by Hurricane Matthew)
Lao PDR (Lao People's Democratic Republic)	Attapeu, Khammouane, Luang Namtha, Luang Prabang, Oudomxay, Phongsaly, Saravane, Sekong
Liberia	Nimba, Grand Gedeh, River Gee, Sinoe, Maryland, Grand Kru, Bomi, Gbarpolu, Rivercess, Grand Bassa
Nepal (Federal Democratic Republic of Nepal)	Mid-West, Far West
Nicaragua	Jinotega, Nueva Segovia, South Caribbean Coast Autonomous Region (RACCS)

Republic of Congo	All Regions
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For existing projects, FAS expects that proposed activities will build upon current activities reaching, to the extent possible, the same beneficiaries currently targeted by the McGovern-Dole project and building upon what has been accomplished to date. Applications must focus on handover to the local Government and set the path to sustainability. Furthermore, applications must align with the McGovern-Dole project level Results Frameworks as mentioned in [Part IV, Section IV](#).

For a list of existing McGovern-Dole projects, please visit: <http://www.fas.usda.gov/programs/mcgovern-dole-food-education-program/active-mcgovern-dole-projects>.

E. USDA-USAID Memorandum of Understanding on Education

FAS will give priority consideration to eligible applications that align with USDA-USAID Memorandum of Understanding (MOU) priorities and demonstrate evidence of collaboration, where applicable, and that meet the requirements of McGovern-Dole priority countries and regions.

Background: An MOU was signed between FAS and USAID in May of 2014 to leverage each agency’s respective strengths, experiences, technologies, methodologies, investments and resources (human, in-kind, and monetary) in order to facilitate, in collaboration with host country governments, improved student learning outcomes in a manner consistent with each respective agency’s mission.

Aligning McGovern-Dole (Results Framework McGovern-Dole SO1) with USAID’s investments in education and reading will maximize cost-efficiency and efficacy, and create a holistic approach to the challenge of ensuring that disadvantaged children are physically, nutritionally, and cognitively fit to succeed in school. A strong USDA-USAID collaboration is likely to increase the impact of U.S. government (USG) investments in education and thereby contribute more significantly to the attainment of the education sector’s goals. It is suggested that proposals include or address some or all of the following components in the solicitation and evaluation criteria:

- (1) **Focus on the “5 Ts”:** texts, tongue, testing, teachers, and time. (1) **Texts:** provide ample leveled and decodable materials for reading instruction and practice in languages children speak and understand; (2) **Tongue:** provide reading instruction in languages children speak and understand utilizing appropriate scope and sequence of skills and speech-to-print strategies; (3) **Testing:** use continuous assessment such as brief spelling tests and progress monitoring assessments such as adaptations of the Annual Status of Education Report (ASER) or the Early Grade Reading Assessment (EGRA); (4) **Teachers:** use an evidence-based approach to reading instruction that includes the following instructional routines: scripted instructions for teaching new skills; and (5) **Time:** ensure that children receive adequate time for reading instruction.

(2) **Program coordination:** Programming should be well-coordinated and complementary in countries where McGovern-Dole and USAID both currently have programming, keeping in mind where they are located, and seeking to leverage lessons learned or best practices where applicable. Where feasible, co-location in designated schools, districts, and regions is desirable in order to leverage resources, to promote cost-efficiency and efficacy, and to increase impact.

F. Let Girls Learn Initiative

USDA is one of six U.S. Government agencies supporting the Obama Administration's Let Girls Learn (LGL) initiative. The LGL effort employs a whole-of-government approach to helping adolescent girls around the world obtain a quality education and empowers them to reach their full potential. Other U.S. Government agencies involved in LGL include the U.S. Department of State (DOS) through its programs like the President's Emergency Fund for AIDS Relief (PEPFAR); USAID; the Peace Corps; the Millennium Challenge Corporation (MCC); and the Department of Labor (DOL). The LGL initiative is supported by both the President and the First Lady and coordinated by National Security Council staff.

FAS encourages applicants to design activities, where relevant and appropriate, that support the interdependent and mutually reinforcing objectives of the LGL initiative: to foster an enabling environment for adolescent girls' education; to change the perception of the value of girls at the individual, community and institutional levels; and to engage and equip girls to be agents of change. Where present, applicants should seek to coordinate and design activities with active or planned LGL activities in target countries.

G. Deworming

USDA anticipates that applicants will address the McGovern-Dole intermediate results, especially "Reduced Health-Related Absences (McGovern-Dole 1.3.2)" and its contribution to "Improved Student Attendance (McGovern-Dole 1.3)." FAS encourages applicants to include information on the prevalence of neglected tropical diseases (NTDs) transmitted by worms such as guinea worm disease, lymphatic filariasis, onchocerciasis, schistosomiasis, and soil-transmitted helminths in targeted intervention regions or areas. Research indicates that school-based deworming has significant impacts on child education, health and nutrition outcomes. Applicants should describe current efforts underway on the part of host-country governments, international organizations or other actors to mitigate the spread of disease through school-based deworming activities. In areas of high prevalence, FAS expects applicants to include a plan to implement school-based deworming activities in all McGovern-Dole schools if other actors are not currently doing so in coordination with the Ministry of Health or the relevant host-country government entity. Applicants must verify NTD prevalence rates in targeted intervention regions or areas through sources such as the Global Atlas on Helminth Infections, Ministry of Health data, World Health Organization sources, U.S. government (USG) sources on NTDs from the Centers for Disease Control and Prevention and USAID, and other relevant sources.

H. Feed the Future and Global Food Security Act

Since the launch in 2009, USDA has been a strong partner to the U.S. Whole of Government Feed the Future (FtF) Initiative. McGovern-Dole has made significant contributions to the FtF objectives of reducing global hunger and improving access to safe and nutritious food. USDA Global Food Security Council guidance commits McGovern-Dole to report on select FtF indicators, particularly in the area of nutrition and health, which are identified and defined as standard McGovern-Dole performance indicators ([see Guidance on Food Aid Program Standard Indicators](#)). On July 20, 2016, President Obama signed the Global Food Security Act (GFSA) into law, reaffirming the United States' commitment to ending global hunger, poverty and child malnutrition. The law reinforces the federal government's successful approach to increasing food security and nutrition through FtF, and the corresponding [Global Food Security Strategy](#) (GFSS) was published in September 2016. Where appropriate, McGovern-Dole projects should seek to align activities with the GFSA objectives, and ensure that proposed activities are complimentary, and not duplicative.

PART II – AWARD INFORMATION

A. Type of Award

All awards will be made in the form of cooperative agreements. In a cooperative agreement, FAS will be substantially involved throughout the award. Substantial involvement may include, but is not limited to, the following:

- FAS specifies the manner, method, performance, or timing of the work in an approved work plan;
- FAS review and approval of one stage of work before a subsequent stage may begin during the performance period;
- FAS review and approval of an evaluation plan;
- FAS review and approval of monetization plan, if applicable;
- FAS review and approval of proposed sub-grants and contracts, prior to award;
- FAS participation in the selection and approval of the individuals or organizations that will conduct all required evaluations;
- FAS participation in data collection and analysis for required evaluations and other performance reports;
- FAS approval of an organizational chart identifying the names, roles, and responsibilities of all of the participant's key personnel and any subsequent changes or absences; and
- FAS provision of specific direction or redirection of the work during the period of performance.

FAS strives to make awards to both new and existing projects each year, based upon the merit of proposals received. In order for an existing project to be competitive, FAS expects the proposal to build upon current activities and accomplishments, reaching, to the extent possible,

the same targeted beneficiaries, and showing progress toward transferability and sustainability to local governments. FAS will consider awarding proposals from all eligible organizations, including current recipients and new organizations for both new and existing projects.

B. Expected Funding Amount

FAS anticipates awarding an estimated \$200 million in FY 2017. This value may change based on the annual appropriation.

C. Estimated Award Size

Cooperative agreements provided under McGovern-Dole normally range from \$10-\$20 million for a three-year award. FAS accepts proposals for five-year implementation, which are anticipated to range from \$20-\$35 million.

D. Expected Number of Awards

FAS typically funds six to nine McGovern-Dole awards annually.

E. Anticipated Start Date

Funded projects are anticipated to start in October 2017.

F. Period of Performance

For new programming, FAS seeks proposals for implementation over a three to five year period, except where indicated under Country Specific Guidance.

PART III – ELIGIBILITY INFORMATION

A. Eligible Applicants

In accordance with the McGovern-Dole Regulations (7 CFR 1599.3), a private voluntary organization, a cooperative, or another organization that is not an intergovernmental organization is eligible to submit an application to become a recipient under McGovern-Dole.

An entity (including subcontractors/subrecipients) will be considered ineligible if they have been designated by the USG as debarred or suspended in procurements funded by the United States Federal Government or otherwise prohibited by applicable United States law or executive order or United States policies. FAS will review inter alia:

- i. U.S. Department of State, Terrorist Exclusion List:
<http://www.state.gov/j/ct/rls/other/des/123086.htm>
- ii. U.S/ Department of Treasury, Specially Designated Nationals List:
<http://www.treasury.gov/resource-center/sanctions/SDN-List/Pages/default.aspx>
- iii. General Services Administration, System for Award Management (SAM):
<http://www.sam.gov>
- iv. All applicants, recipients, and subrecipients must comply with the conflict of interest requirements in 2 CFR 400.2.

B. Cost Sharing

Cost sharing is not required for eligibility but is encouraged to maximize program impacts and elicit in-country sustainability. Applicants must identify and explain any cost sharing in the budget narrative. Applicants must also document these non-Commodity Credit Corporation (CCC) cash or non-cash contributions accordingly on the Standard Form 424 (SF-424) associated with their proposal submission, as per 7 CFR 1599.4(d) (7). If an award is made, the applicant will be responsible for obtaining these resources. These resources will not be borne by CCC funding.

PART IV – APPLICATION AND SUBMISSION INFORMATION

A. Address to Request Application Package

This notice of funding opportunity (NOFO) and instructions for submitting the application can be located on the FAIS [home page](#). If you do not have access to the Internet or are having trouble accessing the home page, please contact us at (202) 720-4221 to request the NOFO application and instructions via mail.

B. Content and Form of Application Submission

Each application must include the following sections: I. Introduction and Strategic Analysis; II. Organizational Capacity and Staffing; III. Graduation and Sustainability; IV. Project-level Results Framework(s); V. Plan of Operation and Activities; VI. Literacy; VII. Nutrition; VIII. Budget; IX. Commodity Management; X. Monitoring and Evaluation; and XI. Other Details.

Applicants are advised to review the FAS guidance for each of these sections. Each of the listed sections will require data to be directly entered into FAIS or provided as an attachment. More detailed information on the contents of each section is provided below. All applicants must refer to the McGovern-Dole Regulations, 7 CFR 1599.4, which outlines the application process. Each proposal will be reviewed and evaluated on its quality and technical merit.

All McGovern-Dole proposals must include the following either entered into FAIS or included as an attachment:

I. Introduction and Strategic Analysis

Introduction Summary

Provide a one-paragraph summary of the proposed project. The summary should include the duration of the project, estimated costs, number of direct beneficiaries and the main focus of the intervention.

Strategic Analysis

Proposals must include a comprehensive analysis of the potential needs, challenges, risks, opportunities, and constraints that may impact the implementation and success of a project in the recipient country. This section should explain the strategy behind the proposed method of intervention, and describe how the project will implement this strategy through proposed activities. The specific activities proposed should be described according to the guidance in [V. Plan of Operation and Activities](#). The strategic analysis will be evaluated based on how well the project is aligned with host government laws, policies and programs; how well the proposed project will coordinate with the USG, multilateral, private sector, or other stakeholder development strategies or frameworks; and how the proposed program will complement and not duplicate existing projects and programs. This section should cite sources and/or provide an explanation of the analyses undertaken.

The following must be included in this section:

- Explanation of the goals and objectives, Identify the targeted beneficiaries, regions, and specific needs of the targeted population and the rationale on why they were chosen; applicants must sufficiently justify the chosen regions, particularly if it is not a FtF focus country.
- Describe any current programs, policies, and strategies of other stakeholders (recipient government, USG, other donors, private sector, etc.) to promote primary education and literacy and reduce the incidence of hunger through school feeding.
- Explain the working relationship with and support from the recipient government and the collaboration done to develop the proposed project, as well as how the project would leverage other development resources to achieve their results.
- Identify specific in-country constraints, including the potential risks related to climate change that could obstruct the project's efforts to address the identified needs.

Additionally, applicants are required to address the following points per 7 CFR 1599.4 under this section:

a) Explanation of Need: FAS requires an explanation of the need for food aid in the targeted country and how the applicant's proposed activities would address that need; as well as an explanation of the need for a school feeding program in the targeted country. Additionally, information regarding (1) the country's current school feeding operations, if they exist, the length and sessions of a typical school year, and current funding resources; and (2) Teacher training, parent-teacher associations, community infrastructure, health, nutrition, water and sanitation conditions must be provided.

b) Local Capacity Building: Applicants must propose to use to involve indigenous institutions as well as local communities and governments in the development and implementation of the activities in order to foster local capacity building and leadership.

c) Commitment to Education: Applicants must provide a statement verifying the commitment of the government of the targeted country to work, through a national action plan, toward the goals of the World Declaration on Education for All ([Jomtien Declaration](#)), and the follow-up [Dakar Framework for Action](#) of the World Education Forum).

II. **Organizational Capacity and Staffing**

Applicants must clearly demonstrate their organizational capabilities to develop, manage, implement, monitor, report on, and provide accountability for the proposed project in the target country (7 CFR 1599.3(a)(1)). Information provided should include the applicant's project management capability and current and past experience in implementing food aid (7 CFR 1599.4(c) (4)), education, or health and nutrition projects, including its experience within the target country (7 CFR 1599.3(2)).

Applicants should propose an overall staffing pattern that demonstrates sound technical expertise and experiences required for efficient and effective project administration and management. The staffing plan should demonstrate a solid understanding of key technical and organizational requirements and an appropriate mix of skills, while avoiding excessive staffing. FAS may request changes to the final staffing plan during award negotiation or project implementation as necessary. The applicant must attach an appropriate and adequate project organizational chart. The organizational chart must include and note key personnel positions and the roles and responsibilities of each position. Key personnel positions are deemed essential to the successful implementation and completion of all proposed activities and deliverables. The organizational chart should include the following key personnel positions: Chief of Party or Country Director, Monitoring and Evaluation Specialist, and Finance Director. The applicant may also propose additional key personnel positions. The applicant must specify their key personnel in the appropriate FAIS section and provide the percentage allocation of each position to the proposed project for these positions.

The applicant must identify any subrecipient(s) that would be involved and provide a description of the subrecipient(s) responsibilities and capability to perform those responsibilities. A subrecipient means a non-Federal entity that receives donated commodities, FAS provided funds, program income, or other resources from the Applicant for the purpose of implementing in the target country activities described in the agreement and that is accountable to such for the use of such commodities, funds, program income, or resources.

Additionally, applicants must specify any governmental or nongovernmental entities in the recipient country that will be involved in the project and explain how the project will strengthen or increase the capacity of the entities specified to continue to carry out school feeding and improve educational outcomes once McGovern-Dole funding ends.

Curriculum Vitae for Chief of Party or Country Director

As part of the proposal, the applicant must attach the curriculum vitae (CV) for the lead project manager (e.g. Chief of Party, Country Director, etc.) for the proposed project. This person should provide the major oversight for the proposed project. The CV must clearly demonstrate

the lead project manager's relevant work experience and qualifications. CVs for other designated key personnel are not required during proposal submission; however, they will be required after award announcements are made.

In-Country Registration

An applicant must disclose its registration status to operate in the targeted country. If the applicant is not registered, it must include a plan to become registered and a timeline to complete the registration process (7 CFR 1599.4(c)(3)).

Past Performance Records

Applicants should include past performance records for no more than two grants or contracts implemented by the organization. Applicants are encouraged to include past performance records of grants or contracts that are similar to the scope and size of programming in the applicant's proposal. In addition, applicants should include those past performance records of grants or contracts implemented in the proposed country, if applicable, and specifically mentioned in the applicant's introduction section of the proposal. Applicants are strongly encouraged to submit past performance records for grants or contracts other than for past or active McGovern-Dole awards.

AD-3030

All domestic applicants that are corporations should complete, sign, and attach the one-page AD-3030 form: "Representations Regarding Felony Conviction and Tax Delinquent Status for Corporate Applicants" (A corporation is defined as any entity that has filed articles of incorporation in one of the 50 States, the District of Columbia, or the various territories of the United States including American Samoa, Federated States of Micronesia, Guam, Midway Islands, Northern Mariana Islands, Puerto Rico, Republic of Palau, Republic of the Marshall Islands, or the U.S. Virgin Islands. Corporations include both for profit and non-profit entities. An unsigned AD-3030 will not be accepted). Applicants can download the form at: <http://www.fas.usda.gov/grants/forms/default.asp>.

Guidance for Audited Financial Statements

Applicants should attach the organization's most recent audited financial statements. If the applicant is subject to the audit requirements contained in the Single Audit Act Amendments of 1996 ([31 U.S.C. 7501-7507](#)) and revised OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations," the submitted financial statements should contain this supplemental document.

III. Graduation and Sustainability

According to 7 CFR 1599.4 (c) (8), applicants must explain (1) how the benefits of education, enrollment, and attendance of children in schools in the targeted communities will be sustained when assistance under McGovern-Dole terminates, (2) the estimated period of time required until the targeted country or the applicant would be able to sustain the program without additional assistance under McGovern-Dole.

Applications should include a detailed timeline that shows the project's progression towards

graduation with measurable and achievable targets at each stage, including work with public, private, and/or local partners. If the graduation of a school feeding activity to the recipient country or eligible organization is not imminent, the applicant must explain the barriers to graduation, and how proposed activities will sustain other program benefits to targeted communities of the recipient country once the provision of commodities and assistance to the recipient country ends.

If an applicant is proposing to continue an existing project, it must be clear if the proposed project will carry forward activities with the same beneficiaries towards the same long-term goals as the prior project, and build upon previous results, demonstrating progression towards sustainability and graduation. Furthermore, the applicant should demonstrate any prior successes regarding graduation of food assistance or education projects, especially those funded by U.S. government (USG) agencies.

IV. Project-Level Results Frameworks

All applicants are required to submit, as an attachment, a project-level Results Framework (RF). An RF is a graphical representation of the project's theory of change, describing the cause-and-effect linkages outlined in the strategic analysis. The project-level RF must clearly identify and articulate how the proposed project will contribute to McGovern-Dole results, as shown in [Appendix D - McGovern-Dole Results Framework](#).

Project-level RFs should:

- Serve as a graphical representation of the set of intermediate results (IR) that must be attained in order to achieve the highest level result or Strategic Objective (SO)
- Identify IRs which are necessary and sufficient to achieve the SO
- Identify critical assumptions
- Provide a cause-and-effect theory of change citing existing research, as appropriate
 - Activities lead to achievement of initial results
 - Lower-level results support achievement of higher-level results
- Create the basis for measuring, analyzing and reporting on results
- Contain well-defined results
- Provide a framework for designing and conducting evaluations

RFs should contain well-defined results. Results should be:

- A statement of result, not a process or activity
- Unidimensional, generally one element per result statement
- Precise and clearly understood without having to look at indicators or other project document for definition
- Measurable and objectively verifiable so that it can be monitored and used for management purposes

Finally, the RF should reflect sound, causal thinking. The project logic should follow a chain of cause and effect relationships. This includes activities that lead to specific outputs which lead to initial results or IR which, in turn, lead to the SO of the project. There should be no significant causal gaps or large leaps from one level in the causal hierarchy to the next. Proposed activities should be sufficient to achieve the identified results and all activities should align with selected results. If activities do not align with results, these should be reconsidered and the budget should be revised to include activities that directly support results.

A superior proposal will identify a cause and effect relationship between activities, outputs, and results that are evidence-based and reference existing literature on effective strategies for achieving desired outcomes.

Applicants should use the McGovern-Dole program-level RFs as the basis of their project-level RFs. When constructing a project-level RF, applicants should include all activities and results that the proposed project will address. Projects are not required to reach every result in the program-level RF, and proposals reaching more results will not be prioritized over those reaching less. Rather, proposals will be evaluated on how well they address, through the results framework, identified needs. However, applicants should not eliminate mid-level results when including low and high-level results in their project-level RFs. Additionally, applicants may add results that are not included in the program-level RFs to their project-level RFs if their strategic analysis justifies why the additional result is included. Applicants may not change the specific title of any existing result from the program-level RFs when including it in their project-level RF.

The project-level RF should identify which results are being targeted by the proposed project and which are being targeted by another organization. In such cases where results are being targeted by another organization, the strategic analysis should identify a strong and realistic relationship between the project and external partner, especially with results that are strategic to achieving the highest-level results. For existing projects, the project-level RF should identify results that have been achieved during the preceding project period(s).

The application must also include a discussion of critical assumptions. Critical assumptions are defined as external conditions that are necessary for success of the project, over which the project implementers have little or no control. Critical assumptions that have a high probability of occurring, and if realized, would prohibit the project from achieving its desired results, are defined as “killer assumptions.” Generally, projects should not have killer assumptions.

For additional information on Results Oriented Management in FAS’s food assistance programs, see [Appendix C - Manual for the Use of Results Frameworks and Indicators](#).

[Appendix D - McGovern-Dole Results Framework and Illustrative Examples of Foundational Results](#) includes the program-level RF and illustrative examples of foundational results.

V. **Plan of Operation and Activities**

The Plan of Operation must include a list of each of the activities that would be implemented, with a brief statement of the objectives to be accomplished under each activity and a detailed

description of the activity, including the steps involved in its implementation and the anticipated completion date.

The Activities section is evaluated based on the quality and technical merit of the content submitted, including in-depth description of each activity, and how each activity will be implemented. It is important to demonstrate how the activities will address the needs as identified in the Strategic Analysis section (see above – [Section I – Introduction and Strategic Analysis](#)). The activities should accurately capture the project scope, beneficiaries, and deliverables. Furthermore, this section must detail how these activities will lead to the results as stated in the project-level RF. The activities should not only identify the project’s targeted interventions, but also demonstrate how the project will complement existing efforts. Thus, the section should distinguish which activities will be implemented only by the applicant, and those that will be implemented in coordination with other partners. Applicants must provide a brief description of the capacity of all subrecipients and their role in project implementation.

VI. Literacy

The applicant must develop activities and activity-level indicators in support of SO1, improving the literacy of school-age children. To promote literacy of school-age children, these activities should be aligned with evidence-based approaches and best practices in reading instruction, support other complementary activities taking place at the school-level, and existing education activities. Activities designed to improve literacy should be part of a holistic approach to the challenge of ensuring that disadvantaged children are physically, nutritionally, and cognitively fit to succeed in school. These activities can include evidence-based interventions that effectively address the quality of literacy instruction and improve teacher effectiveness by providing continuous support and coaching. Additionally, activities that improve the quality, appropriateness, availability and effective use of reading materials and encourage community engagement and support for literacy contribute to a holistic approach. Where appropriate, literacy activities might also include working at the regional or national levels on curriculum and development activities.

To achieve meaningful improvements in literacy, applicants should design evidence-based and context-appropriate activities that focus on the “5 Ts”: texts, tongue, testing, teachers, and time as outlined in Part I, [Section E. USDA-USAID Memorandum of Understanding on Education](#).

Applicants should implement effective beneficiary targeting for improved literacy activities, recognizing that early-grade reading activities can be time and resource heavy, but have limited effectiveness if implemented only in part. While differing by country, it is recommended that applicants consider utilizing at least 10 percent of project resources for literacy-focused activities. The design and implementation of activities should incorporate the roles and responsibilities of different education stakeholders, including students, teachers, school administrators, parents and parent organizations and Ministry of Education officials at all levels. The applicant must ensure that all early grade activities are designed and implemented to sustain positive outcomes in improved literacy beyond the life of the McGovern-Dole project.

Per USDA-USAID MOU priorities as stated earlier under [Part I, Section E. USDA-USAID Memorandum of Understanding on Education](#), a strong proposal will demonstrate good programming coordination and complementarity in countries where both McGovern-Dole and USAID have active education and/or literacy activities, while keeping in mind the importance of seeking to leverage “lessons learned” or best practices where applicable. In addition, *where feasible (if not, it is important to address why not)*, co-location in designated schools, districts, and regions is desirable to further the idea of leveraging resources, and to promote cost-efficiency, efficacy, and increased impact. FAS will give priority consideration to eligible applications that align with USDA-USAID MOU priorities and demonstrate evidence of collaboration. If the education and literacy activity is conducted by a sub-contractor or subrecipient, submission of the sub-contractor or subrecipient’s relevant past performance is strongly encouraged.

VII. Nutrition

Ration Justification: The applicant must develop nutrition-sensitive activities and activity-level indicators in support of McGovern-Dole SO2. Provide a clear explanation of how the requested commodity and ration size helps address the identified nutritional deficiencies of the intended beneficiaries. Applicants are strongly encouraged to offer at least three food components, a combination of USDA commodities and locally available foods, especially adding seasonal vegetables and fruits and/or animal-sourced proteins when feasible. This will encourage dietary diversity and teach children about nutrition and healthy eating. Applicants who offer additional components beyond USDA commodities will be required to track these additions using one or more custom indicators. Potential custom indicators may include, but are not limited to, indicators such as: number of meals provided that include fruits, vegetables and/or animal-sourced proteins in addition to the USDA commodities; number of kilograms of fruits, vegetables and/or animal-sourced proteins provided in addition to the USDA commodities; and/or number of children who receive [x] or more meals per week that include fruits, vegetables, and/or animal-sourced proteins in addition to the USDA commodities.

Describe the ration, including serving size, to be served in school, and whether it will be a snack, drink or meal, and whether it will be USDA commodities alone or combined with locally available foods (provided with non-USDA funds or provided by the community). Applicants must explain the intended (per serving) age-appropriate nutritional contribution from the ration such as calories, protein, carbohydrates and key micronutrients (the goal is to meet age appropriate 1/3 of the daily requirement if one meal is provided, breakfast or lunch, and 1/4 of the daily requirement if a snack is provided). Describe how to ensure that each child receives his or her portion of food under bulk cooking situations. Explain how the commodity selection was determined in the context of other nutrition programs in the region or country, and how the commodity selection would be appropriate for the local diet, as well as how it may fill identified nutrition gaps in the local diet. Provide a description of each nutrition-sensitive activity that supports SO2. If an applicant is a current or past McGovern-Dole implementer, describe successes and challenges from previous experiences and efforts to improve program implementation.

Once the applicant has chosen the commodities for the ration, the total amount of each commodity needed for the project should be calculated. Please use the following formula to calculate the number of metric tons (MT) needed for each commodity:

MT of each commodity = (Grams per student per day x Total number of students receiving commodity x the Number of days the ration will be provided) divided by 1,000,000.

An example of this calculation is: An applicant is intending to provide 50,000 students with 100 grams of Corn Soy Blend (CSB Plus) per student over a 180 day school year term. The total tonnage of CSB Plus required for that year would be 900 MT. The Applicant should ensure that commodities and tonnages are split out by the intended delivery month/year to U.S. port within FAIS.

The calculation must be conducted for each commodity that comprises the ration. If applicable, the applicant may provide information on any commodities that would be acceptable substitutions for the proposed commodities.

VIII. Budget

The applicant must submit a budget that details the amount of any program income and FAS-provided funds that the applicant proposes to use to fund the administrative costs; inland transportation, storage and handling costs; and activity costs. In order to assess sale proceeds, the overall cost effectiveness of a proposal, FAS requires all Applicants to provide the following budgetary materials:

- A budget summary (see table below) that presents the proposed overall funding for administrative, internal transportation, storage and handling (ITSH) and activity expenses, and shows funding amounts for the specific line items that make up those expense categories.
- A budget narrative that demonstrates in greater detail the composition of each line item, the budget's overall cost effectiveness, and an adherence to applicable cost principles.
- If applicable, a current Negotiated Indirect Cost Rate Agreement (NICRA) that details the organization's current indirect rates.
- A completed and signed SF 424.

Budget Summary

The budget summary should contain all elements shown below and adhere to the same format. It must be uploaded as a proposal attachment in either .xml or .pdf format.

Program (FFPr/MGD):

Organization:

Country:

PROPOSAL BUDGET SUMMARY			
Expense Type	CCC/FAS Cash	Monetization (Mtz)	Total (CCC + Mtz)
ADMINISTRATION			
Salaries			
Benefits			
Office			
Equipment			
Travel			
Professional Services			
Other			
Admin Indirect			
Total Admin:	\$0.00	\$0.00	\$0.00
ITSH			
Salaries			
Benefits			
Warehouse			
Internal Transportation			
Professional Services			
ITSH Indirect			
Total ITSH:	\$0.00	\$0.00	\$0.00
ACTIVITIES			
Activity 1: <i>Insert Description</i>			
Activity 2: <i>Insert Description</i>			
Activity 3: <i>Insert Description</i>			
Activity 4: <i>Insert Description</i>			
Activity 5: <i>Insert Description</i>			
<i>Insert Additional Activities as needed</i>			
Activity Indirect			
Total Activity:	\$0.00	\$0.00	\$0.00
TOTAL DIRECT:	\$0.00	\$0.00	\$0.00
TOTAL INDIRECT:	\$0.00	\$0.00	\$0.00
GRAND TOTAL:	\$0.00	\$0.00	\$0.00

Budget Narrative

Applicants should provide a budget narrative that provides justification for the costs in terms of the proposed project. The account should focus on how each budget line item is required to achieve the results of the proposed project and how the estimated costs for the budget line items were calculated. Additionally, an explanation is required for any cash or non-cash contributions that the applicant expects to receive from non-CCC/FAS sources that are critical to the implementation of the proposed activities or enhance the implementation of the activities. If possible, provide an estimated dollar amount. At a minimum, the budget narrative should be comprised of the following sections:

- Section 1: General Explanatory Comments
- Section 2: Administrative
- Section 3: Internal Transport, Shipping and Handling (ITSH)
- Section 4: Activities

Please refer to [Appendix G – Budget Narrative](#) for additional guidance on entering the budget narrative in the proper format, and the composition of each section.

NICRA

Applicants should attach the organization’s most up-to-date NICRA. If your organization does not have a NICRA, attach a brief note explaining why it does not have this document.

Guidance for SF-424

Applicants must complete, sign, and upload the SF-424. It is not necessary to include supplementary SF-424 forms (i.e., SF-424A, SF-424B, etc.). Please note that unsigned SF-424s will not be accepted. Applicants can download a blank form on the FAS website at: <http://www.fas.usda.gov/grants/forms/default.asp>.

IX. Commodity Management

The applicant must clearly describe the appropriateness of each type of commodity selected for the proposed project in the targeted country. The application must include a clear explanation of how the requested commodities will be programmed, prepared and served, including ration size. Additionally, the applicant must provide information on the nutritional contributions (e.g. calories, protein and micronutrients) of the ration size as well as nutritional benefits for the intended beneficiaries. See [Appendix F – Instructions for Submitting Proposals in the Food Aid Information System](#) lists the commodity-specific information that must be entered in FAIS.

Commodity List

Each proposal must include information on the commodities requested. Applicants must complete the following required information. Please see [Appendix F- Instructions for Submitting Proposals in the Food Aid Information System](#) for entry instructions.

- **Commodity**
- **Package Size/Type**
- **Commodity Usage Type:** Select direct feed or monetization to specify how the commodity will be used. The direct feed option includes take-home rations. Barter and Food for Work are also options, but are considered only under extraordinary circumstances.
- **Quantity MT:** Tonnages should be whole numbers only and in multiples of ten
- **Destination Country**
- **Delivery to US Port (Month & Year)**

Special Needs & Distribution Methods

Each proposal must include detailed information on special needs and distribution of

commodities. Each text section has a 5,000 maximum character limit in FAIS. Please use the following guidance when completing this information:

Transportation and Storage

The applicant must provide a clear description of any port, transportation, storage, and warehouse facilities that would be used with sufficient detail to demonstrate that the facilities would be adequate to handle the requested commodities without undue spoilage or waste, and, in the cases where the applicant proposes to distribute some or all of the requested commodities, a clear description of how they would transport commodities from the receiving port to the point at which distribution is made to the beneficiaries. (7 CFR Part 1599.4(d)(13)). The applicant must address inland transportation, handling and storage (at all levels) of the donated commodities.

Processing or Packaging

The applicant must provide information on any reprocessing or repackaging of the requested commodities that would take place prior to the distribution, sale, if monetized, or barter (7 CFR Part 1599.4(d)(14)). Applicants should indicate if no reprocessing or repackaging of the requested commodities will take place.

Duty-Free Entry

The applicant must indicate that requested commodities for direct distribution will be imported and distributed free from all customs, duties, tolls, and taxes. Additionally, the applicant must provide information on the action it has taken or will take to ensure that any requested commodities for direct distribution will be imported and distributed free from all customs, duties, tolls and taxes (7 CFR Part 1599.4(d)(15)). If the commodities will not enter duty free, indicate who will be responsible for paying any applicable customs, duties, tolls, or taxes and how this payment will affect the amount of sales proceeds realized from the sale. Outline any additional steps taken to ensure seamless entry into each country, including the payment of local expeditors or agents.

Economic Impact

The applicant must include a plan that demonstrates how the requested commodities will be imported and distributed without a disruptive impact upon production, prices and marketing of the same or similar products in the target country. If applicable, the plan must provide information to the extent to which any sale or barter of the requested commodities would displace or interfere with any sales that may otherwise be made by the applicant or any other entity in the target country (7 CFR Part 1599.4(d) (16)).

Monetization

If an applicant proposes to monetize all or a portion of the requested commodities, the applicant must include information on the proposed sale of commodity(ies). Please use the following guidance when entering this information. Note: applicants who do not propose to monetize donated commodities may skip this section.

Impact on Other Sales

The applicant must provide credible information that demonstrates that commercial markets and local production will not be adversely affected by the sale of commodities.

Private Sector Participation in Sales of Commodity

The applicant must provide a description on how the commodities will be sold (i.e. open tender, tender with negotiation, direct negotiation) and why this method of sale has been selected. The applicant must also discuss any constraints that may hinder or aid the sales process, (e.g. number of buyers, number of banks, letter of credit fees, storage facilities at processing plants, etc.).

Sales Proceeds Usage

The applicant must describe how the proceeds from the monetization will be accounted for as well as allocated among ITSH line-item expenses. Additionally, applicants must include a statement of how unexpected increases or decreases in proceeds or additional funds due to reduced ITSH costs will be handled.

Assuring Receipt Procedures

The applicant must describe how it will ensure that payments are received from the sale of the commodity and that the proceeds generated are deposited into a separate, interest-bearing account. The applicant must provide a description of how the account will be monitored and audited. Additionally, the applicant should describe any actions needed to safeguard deposits particularly if special banking rules and regulations apply.

Expected Interest Earned

The applicant must provide the expected interest earned from the monetization proceeds during the life of the project.

X. Monitoring and Evaluation

Applicants must provide an evaluation plan that explains how the applicant proposes to monitor the program and assess project outcomes and impact.

Applicants must also provide a table identifying appropriate project standard and custom performance indicators and annual and life of project targets.

Performance Indicators

Applicants must identify and submit a table of both standard and custom performance indicators and annual and life of project targets for each indicator. Applicants should use the format provided in [Appendix E – Performance Indicators Illustration](#) when submitting information on the project's performance indicators. Performance indicators identify how to recognize the success of the project and help to clarify results.

Standard McGovern-Dole performance indicators are required, where appropriate. See [Guidance on Food Aid Program Standard Indicators](#) for McGovern-Dole standard definitions. If a proposal addresses a result that has a corresponding standard indicator, the applicant must include the standard indicator in the McGovern-Dole Standard Indicators Summary. Furthermore, applicants must propose corresponding indicators to measure project performance for each result. FAS does not require a specific number of indicators per result, however the

proposed indicators should include a sufficient number of indicators for monitoring the proposed project's performance in achieving each result.

Each project performance indicator must meet a basic level of standard. As defined in the FAS [Monitoring and Evaluation Policy](#), high-quality performance indicators should be direct, objective, adequate, and practical.

Performance indicators that seek to measure progress or outcomes associated with results in the applicant's proposed results framework must be provided in the performance indicator table in the Results section. Additionally, performance indicators that seek to measure progress or outcomes associated with the applicant's proposed activities must be provided in the performance indicator table in the Activities section.

If an award is made, the applicant will be required to submit a full performance monitoring plan (PMP), which will include additional detail and information regarding indicator definitions, units of measurement, data sources, frequency of data collection, roles and responsibility for data collection, and how and when the data will be used. During agreement negotiation, applicants will also be responsible for describing how the project will ensure and maintain the quality of monitoring data collected by field staff/monitors through the analysis and reporting process. Criteria, defined in the Monitoring and Evaluation Policy, for assessing data such as accuracy, validity, reliability, timeliness, and integrity must be considered. Applicants should discuss the monitoring process to be undertaken to verify and validate the data collected.

Evaluation Plan

According to 7 CFR Part 1599.13, all Recipients must, as provided in the agreement, submit to FAS an interim and final evaluation of the implementation of the agreement. Applicants must also submit baseline data information for performance monitoring indicators and an evaluation baseline report. All evaluations must be conducted by an independent third party that:

- i. Is financially and legally separate from the participant's organization;
- ii. Has staff with demonstrated knowledge, analytical capability, language skills and experience in conducting evaluations of development programs involving agriculture, education, and nutrition;
- iii. Uses acceptable analytical frameworks such as comparison with non-project areas, surveys, involvement of stakeholders in the evaluation, and statistical analyses;
- iv. Uses local consultants, as appropriate, to conduct portions of the evaluation; and,
- v. Provides a detailed outline of the evaluation, major tasks, and specific schedules prior to initiating the evaluation.

Applicants must submit a draft evaluation plan as an attachment. Each evaluation plan should include a comprehensive approach to evaluating the project's performance and impact. The Strategic Objective of McGovern-Dole is to improve the literacy of school-aged children. As such, all McGovern-Dole projects must include, as part of their evaluation plan, key evaluation questions that aim to assess the project's effect on improving early grade reading outcomes of school-aged children. The methodology should include a discussion of how the project intends

to measure changes in reading outcomes, particularly the use of a context-appropriate early grade reading assessment.

The evaluation plan should be developed as a stand-alone document that can be shared with key project partners, stakeholders and the public. FAS expects the evaluation plan submitted as part of the application process to be no more than 10 pages (excluding annexes). The applicant must include an evaluation plan that includes, at a minimum, the following information:

Introduction

Provide a brief description of the purpose of the evaluation plan and how it will be used by the project and its partners.

Project Overview

Provide a summary description of the project strategy including the project strategic objectives and expected results. The project-level Results Framework should be included here. Provide a brief description of the project activities and corresponding targeted project beneficiaries. The project overview will provide important context to the evaluation plan and methodology proposed.

Baseline Study

Baseline data will be collected for two purposes: (1) to measure progress on performance indicators and (2) to assess project outcomes and impacts using evaluation methods. The evaluation plan should provide a description of the organization's plan to establish performance indicator baseline information and targets for which the project will regularly measure performance every six months of the fiscal year in required progress reports. The baseline information for performance indicators and evaluation assessments must be measured and established prior to the start of project activities. Please also describe data collection techniques and methodologies proposed for establishing baseline information for evaluation activities.

The evaluation plan should describe the quantitative and qualitative evaluation methods that will be used throughout the length of the project (i.e. an evaluation design may include a randomized control trial (RCT), propensity score matching (PSM) design, repeat cross-sectional designs, or panel studies and also may include direct observations, key informant interviews, and secondary data analysis). These methodologies should be described in detail including sample design, expected sample sizes, and key informants. The methodological description of the baseline should also be linked to the midterm and final evaluations. For example, the evaluation plan should describe in detail if the project plans to use a PSM design with data collected at the baseline, midterm and final stages.

Midterm Evaluation

Provide a description of the project's midterm evaluation strategy and activities. The evaluation plan should identify the purpose and scope of the evaluation, preliminary key evaluation questions, methodology, selection of the evaluation team, and key audience for the evaluation.

These questions should be organized according to standard evaluation criteria of relevance, effectiveness, efficiency, sustainability, and impact. The evaluation plan should include a timeline for the conduct of key evaluation activities and a description of how the project plans to utilize the evaluation findings and recommendations.

Final Evaluation

Provide a description of the project's final evaluation strategy and activities. The evaluation plan should identify the purpose and scope of the evaluation, preliminary key evaluation questions, methodology, and the key audience for the evaluation. The evaluation questions should be organized according to standard evaluation criteria of relevance, effectiveness, efficiency, sustainability, and impact. The evaluation plan should describe the methodology selected and the strengths and weaknesses in the proposed methodology for measuring impact and assessing attribution. The evaluation plan should include a timeline for the conduct of key evaluation activities and address issues of independence, coordination and the use of participatory methods. The evaluation plan must include a description of the expected qualifications of the evaluation team and provide a list of key stakeholders.

Special Studies (where applicable)

Proposals may include plans to conduct special studies focused on a particular intervention, sector or thematic area that may aid in identifying project effectiveness, impact, or lessons learned complementary to the required midterm and final evaluations. Proposals may also conduct qualitative or anthropologic studies that help to triangulate evaluation information, provide context to evaluation findings, or offer a better understanding of evaluation findings.

Evaluation Management

Briefly describe an evaluation management structure that reflects standards and principles of evaluation independence and credibility. If the organization maintains an evaluation unit, FAS requires that the evaluation is managed by the organization's evaluation unit. If the organization does not have a dedicated evaluation unit, the review should be managed by a project staff person or organizational staff person with significant knowledge and expertise concerning evaluation. Ideally, the organization would maintain an evaluation unit that is separated from the staff or line management function of the project being evaluated. Such a structure helps to ensure the independence and impartiality of the evaluation process and report of findings, conclusions and recommendations.

The evaluation plan should also address the roles and responsibilities of the project partners and key stakeholders throughout the evaluation process. Additionally, the evaluation plan should address the regular review and updating of the evaluation plan throughout the life of the agreement, and should describe the project's dissemination strategy for improving the knowledge base and sharing evaluation findings and lessons learned. More detailed descriptions of the roles and responsibilities of the applicant's Monitoring and Evaluation staff should be included in the staffing plan and organizational chart as described in the [II. Organizational Capacity and Staffing](#) section above.

Evaluation Budget

An evaluation budget is directly related to the purpose, scope, timeline, and approach of the evaluation (includes all baseline, midterm and final evaluations). It is dependent on the required skills and expertise, specified deliverables, and any provisions provided by the evaluation commissioners. Costs vary considerably across evaluations--typical budget line items for evaluation include costs for employee salaries, expenses, and per diem; travel (international and in-country); costs for third-party evaluation contractors; costs associated with the development of a beneficiary monitoring system or data collection equipment and tools; and other costs for translators, data processors, meeting space, and support staff. The Food Assistance Division Monitoring and Evaluation (M&E) policy states that applicants should include monitoring and evaluation key personnel in labor costs. Applicants should consider allocating, at a minimum, three percent of the project budget toward monitoring and evaluation. The minimum three percent is exclusive of the applicants' M&E employee staff costs. For evaluation plans which include the conduct of impact evaluations, FAS expects the M&E costs to range between five to ten percent (5-10 percent) of the project budget. Evaluation budget information should be included as described in [Appendix G – Budget Narrative](#).

XI. Other Details

The overall quality of the proposal will be evaluated on submission of an “Other Details” section and the consistency of all sections as well as the extent to which it is clearly and concisely written.

All applicants **must** complete an “Other Details” section regarding the results entered in their proposal. Applicants should use the following guidance for this information:

- **Method of Educating the Public:** State the methods of notifying consumers in the recipient country of the source of donated commodities and/or funding for program activities. In cases where beneficiaries will receive commodities directly, describe how they will be educated regarding preparation and consumption.
- **Method of Choosing Beneficiaries:** Briefly identify the criteria and methodology used to target the geographic area(s) and the beneficiary group(s). Criteria and methodology should help to distinguish why some regions or beneficiary groups will receive resources (funds or agricultural products) while others may not. Applicants should consider the following questions when preparing a response:
 - a) Why and with what methodology did you select the particular geographic area(s), institutions, and/or beneficiaries?
 - b) Which sources of information did you use (i.e. government agency survey, computer database, interviews, assessments, etc.)?
 - c) With whom did you collaborate to target particular regions, institutions, or beneficiaries?
- **Target Geographic Area:** List the targeted geographic areas where the proposed activities will take place; the inclusion of maps for illustration is encouraged and can be uploaded in FAIS as an attachment.

In addition, please include the following attachments with the application: Dun and Bradstreet Universal Numbering System (DUNS) and System for Award Management (SAM)

Applicants must include a valid DUNS number in the organizational unit section of Block 8 of SF-424. All subrecipients listed in the proposal must have a current DUNS number. Organizations that do not have a DUNS number can receive one at no cost by using the web-based form available at <http://fedgov.dnb.com/webform>.

In addition to having a current DUNS number, applicants must be registered in the System for Awards Management (SAM) prior to submitting an application to this solicitation. Instructions for registering in SAM can be found at <https://www.sam.gov>. If awarded a grant, a recipient must maintain an active SAM registration number with current information throughout the duration which it has an active federal award or an application under consideration. To remain registered in the SAM database after the initial registration, the recipient is required to review and update the registration every 12 months from the date of initial registration to ensure the information is accurate.

XII. Method of Submission

The entire application package must be submitted electronically through the proposal entry module of FAS's FAIS, located at: <http://www.fas.usda.gov/fais/webapp/>. For guidance on entering proposals in FAIS, please review [Appendix F - Instructions for Submitting Proposals in the Food Aid Information System](#).

Comments and questions regarding this NOFO will be considered to the extent practicable and should be submitted to ppded@fas.usda.gov. FAS will respond to the comments and questions on the FAIS home page so that all applicants have access to the comments and questions. FAS staff will not respond to questions that are not submitted to the above e-mail address.

XIII. Submission Dates and Times

Applications must be submitted to FAS in the Food Aid Information System (FAIS) by 5:00 p.m. Eastern Standard Time (EST) on January 19, 2017. FAS will run a report from the FAIS system showing all submissions prior to 5:00 p.m. on January 19, 2017 and applications received after this date will not be considered.

FAS advises applicants to begin the application process early, to allow time to address any difficulties that may arise. There will be no exceptions to the application deadline.

PART V – APPLICATION REVIEW INFORMATION

A. Merit and Criteria

Prior to selecting the recipients of the McGovern-Dole award, applicants are evaluated on their responses to the areas of criterion below. The guidance required for each area of criterion is detailed above in [Part IV – Application and Submission Information, A. Content Guidance and Merit Criteria](#).

Areas of Criterion	Merit
Introduction and Strategic Analysis	5
Organizational Capacity and Staffing	10
Graduation and Sustainability	15
Project-Level Results Framework	5
Plan of Operation and Activities	10
Literacy	5
Nutrition	5
Budget	10
Commodity Management	15
Monitoring and Evaluation	15
Other Details	5

I. Negative Factors

FAS seriously considers an applicant's past performance on both agency and USG-wide programs. To determine suitability for receiving and responsibly managing federal awards, the following negative factors will be considered for each applicant:

- FAS has terminated an agreement with the organization within the past three years as a result of a violation of the agreement by the organization.
- The organization has failed to pay a single substantial debt, or a number of outstanding debts (not including sums owed to the Federal Government under the Internal Revenue Code) owed to any Federal agency or instrumentality, provided the debt is uncontested by the organization or, if contested, provided that the organization's legal and administrative remedies have been exhausted.
- The organization has failed to submit to FAS, or has submitted more than five business days after the due date, at least two required reports within the past three years. Required documentation includes logmon or semi-annual performance reports, financial reports, evaluation plans, baseline data, interim and final evaluations, A-133 audits, subrecipient agreements and all other documentation required in the organization's agreement.
- The organization has, on at least two occasions within the past three years, failed to respond, or responded more than five business days late, to a FAS deadline for documents required during a compliance review or during the close-out of an agreement.
- The organization has been designated high-risk by FAS (per 2 CFR 200.205),

another Federal Government Agency (as designated in SAM), or external auditor within the past three years and/or the organization's most recent A-133 identifies material weaknesses.

- The organization has experienced a significant commodity loss valued at \$20,000 or greater for which it was responsible during the past three years and/or the organization failed to notify FAS within 15 days of any commodity loss valued over \$1,000 during the past three years.

II. Other Factors

The selecting official will consider the following program policy factors in the selection process:

- It may be desirable to select projects for award that build upon existing program activities to reach the benefits of graduation and sustainability.
- It may be desirable to select projects that collectively represent diverse countries, types of projects, and sizes of applicant organizations.
- It may be desirable to select projects for award based on the applicant's past Federal Award performance with respect to achieving program results.
- Although not required in the proposal submission, if there is a well-reasoned cost sharing component that will maximize program impacts and elicit in-country program sustainability, the Applicant is encouraged to include this in the application.
- FAS supports the 2014 Executive Order on Climate Resilient International Development and encourages applicants to consider climate resilience in their strategic analyses.

While these factors are not indicators of the application's merit, they may be essential to the process of selecting the application(s) that, individually or collectively, are most likely to achieve the program objectives. Such factors may be beyond the control of the applicant. Applicants should recognize that very good applications may not receive an award because they do not fit with a set of projects that maximize the probability of achieving FAS's overall food assistance objectives.

B. Review and Selection Process

I. Review Process

FAS will review all complete applications that are submitted by the deadline in FAIS. FAS will invite comments from other USG agencies on its award recommendations, but FAS will make the final determination on which applications to fund.

II. Anticipated Notice of Selection and Award Dates

FAS anticipates notifying applicants that have been selected for award around May 2017 and finalizing agreements by September 2017.

PART VI – AWARD ADMINISTRATION INFORMATION

I. Award Notices

FAS will notify each applicant in writing of the final decision on its application through FAIS. Once the approved recipient accepts the award, FAS will begin negotiations with the recipient to develop a cooperative agreement. The selection of this funding instrument entails substantial involvement. Substantial involvement exists when responsibility for the management, control, direction, or performance of the agreement is shared by FAS and the Recipient. The agreement will incorporate the details of the project as approved by FAS and in accordance with the McGovern-Dole regulations, 7 C.F.R. part 1599. Substantial involvement may include, but is not limited to, the following:

- FAS specifies the manner, method, performance, or timing of the work in an approved work plan;
- FAS review and approval of one stage of work before a subsequent stage may begin during the performance period;
- FAS review and approval of an evaluation plan;
- FAS review and approval of monetization plan, if applicable;
- FAS review and approval of proposed subrecipients and contracts, prior to award;
- FAS participation in the selection and approval of the individuals or organizations that will conduct all required evaluations;
- FAS participation in data collection and analysis for required evaluations and other performance reports;
- FAS approval of an organizational chart identifying the names, roles and responsibilities of all of the participant's key personnel and any subsequent changes or absences; and
- FAS provision of specific direction or redirection of the work during the period of performance.

II. Discussion and Award

Prior to signing the cooperative agreement, FAS will enter into negotiations with all selected Recipients. These negotiations may include but are not limited to:

- Appropriateness of the budget for the proposed project;
- Appropriateness of proposed staff;
- Appropriateness of proposed locations;
- Scope and type of activities to be implemented;
- Suitability of proposed indicators;
- Ability of recipient to comply with applicable regulations; and
- Any special terms and conditions.

Failure to satisfactorily resolve such elements of the agreement identified by FAS may prevent a timely signing of agreement.

III. Key Personnel

Upon signature by both parties, FAS requires that a recipient receive approval for key personnel in the form of an organization chart, which must be submitted within 30 days. FAS considers any staff that have general management responsibility to be key personnel such as the Chief of Party or Country Director, Monitoring and Evaluation Specialist, Education or Literacy Program Manager, Health and Nutrition Manager, Logistics Manager and Finance Director and critical technical staff who oversee activity implementation. After approval of these staffing positions, the Recipient must notify FAS within one week of the departure of any key person and must obtain written approval prior to either their absence for more than three months or for a reduction of level of effort equal to or surpassing 25 percent.

IV. Budget

While applicants are required to provide a budget summary and budget narrative as part of their proposal(s), those proposals awarded funding will be required to provide and enter a detailed budget into the FAIS system during the agreement negotiation phase.

V. Administrative Standards and Provisions

The cooperative agreements awarded under McGovern-Dole are administered under 7 CFR Part 1599 and 2 CFR Part 200. In addition to the above regulations, recipients of funding under McGovern-Dole agree to comply with:

- 2 CFR Part 25 - Universal Identifier and System for Award Management
- 2 CFR Part 170 – Reporting Subaward and Executive Compensation Information
- 2 CFR Part 175 – Award Term for Trafficking in Persons
- 2 CFR Part 180 - OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Nonprocurement)
- [Appendix XII to 2 CFR Part 200](#)—Award Term and Condition for Recipient Integrity and Performance Matters
- 2 CFR Part 400 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
- 2 CFR 415, subparts A and B – General Program Administrative Regulations
- 2 CFR Part 416 – General Program Administrative Regulations for Grants and Cooperative Agreements to State and Local Government
- 2 CFR Part 417 – Nonprocurement Debarment and Suspension
- 2 CFR Part 418 – New Restrictions on Lobbying
- 2 CFR Part 421 – Requirements for a Drug-Free Workplace (Financial Assistance)
- 2 CFR Part 422 – Research Institutions Conducting USDA funded Extramural Research; Research Misconduct
- 7 CFR Part 1, subpart A – USDA implementation of the Freedom of Information Act
- 7 CFR Part 1b – National Environmental Policy Act
- 7 CFR Part 1c – Protection of Human Subjects

- 7 CFR Part 1c.120 – Evaluation and disposition of applications and proposals for research to be conducted or supported by a Federal Department or Agency
- 7 CFR Part 3 – Debt Management
- 7 CFR Part 15, subpart A – Nondiscrimination in Federally-Assisted Program of the Department of Agriculture
- 42 CFR Part 73 – Select Agents and Toxins
- Agriculture Bioterrorism Protection Act of 2002, as implemented at 7 CFR part 331 and 9 CFR part 121
- 31 U.S.C. 6101 note – Federal Funding Accountability and Transparency Act of 2006
- 41 U.S.C. 6306 – Interest of Member of Congress
- 42 U.S.C. 6962 Resource and Conservation and Recovery Act (RCRA)
- 29 U.S.C. 794 (section 504, Rehabilitation Act of 1973), as implemented in 7 CFR Part 15b
- 44 U.S.C. 3541 et seq. (Pub. L. 107-347) – Federal Information System Security Management Act of 2002
- Executive order 13513, “Federal Leadership on Reducing Text Messaging While Driving”
- Laboratory Animal Welfare Act of 1966 (PL 80-544, as amended, 7 USC §§ 2131 et seq.)
- National Institutes of Health, DHHS, Guidelines for Research Involving Recombinant DNA Molecules
- 15 U.S.C. 205a et seq. “the Metric Conversion Act as amended by the Omnibus Trade and Competitiveness Act”
- Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§ 1271 et seq.)
- 41 U.S.C. 4304, specific costs not allowable, and 41 U.S.C. 4310, Proceeding costs not allowable
- 41 U.S.C. § 4712, “The Whistleblower Protection Act of 1989”
- Environmental standards which may be prescribed pursuant to the following: (a) notification of violating facilities pursuant to EO 11738; (b) protection of wetlands pursuant to EO 11990; (c) evaluation of flood hazards in floodplains in accordance with EO 11988; (d) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 USC §§ 1451 et seq.); (e) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 USC §§7401 et seq.); (t) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (PL 93-523); and (g) protection of endangered species under the Endangered Species Act of 1973, as amended (PL 93- 205.
- Section 106 of the National Historic Preservation Act of 1966, as amended (16 USC § 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 USC §§ 469a-1 et seq.)
- Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646)

VI. Audit Compliance

A recipient shall submit to FAS, in the manner specified in the agreement, an annual financial audit in accordance with 2 CFR 200.50 and the Single Audit Act. The recipient must comply with the timeframes established in those regulations for the submission of their audits to the Federal Audit Clearinghouse. Recipients must provide a copy of each single audit conducted within the timeframe of the USDA-funded project to FAIS at the time it is submitted to the Federal Audit Clearinghouse. In addition, if FAS requires an annual financial audit with respect to a particular agreement, and FAS provides funds for this purpose, the participant shall arrange for such audit and submit it to FAS, in the manner specified in the agreement.

VII. Reporting

An organization receiving McGovern-Dole funding will be required to provide the following: semi-annual financial reports, semi-annual performance reports, an evaluation plan, a Performance Monitoring Plan (PMP), a baseline study, a mid-term evaluation, a final evaluation, a work plan, an annual travel plan, organizational chart identifying the names, roles and responsibilities of all of the participant's key personnel and any subsequent changes or absences, and subrecipient and subcontractor agreements, as provided in the cooperative agreement. All reports must be submitted using FAIS and organizations must follow a reporting cycle with required deadlines on specific reports. All organizations receiving funding will be required to report against the indicators in the agreement at each reporting cycle. Changes in the original project timelines and adjustments within project budgets must be approved by FAS prior to their implementation.

VIII. Monitoring and Evaluation

FAS has published a "[Monitoring and Evaluation Policy](#)" which explains the required elements of the monitoring and evaluation protocols for cooperative agreements. A recipient shall submit to FAS an evaluation plan, a baseline study, a PMP, a mid-term and a final evaluation of the agreement implementation. The recipient shall provide to FAS additional information or reports relating to the agreement if requested by FAS.

FAS reserves the right to conduct an evaluation of the project through its own third-party evaluation contractor hired and managed by FAS at any time during the implementation of the project. The evaluation may be funded directly by FAS and will not be included in the funding of this agreement unless otherwise specified in the agreement. The evaluation will be managed by the FAS M&E Staff. The recipient is expected to take part in such an evaluation to the capacity deemed appropriate by FAS or the FAS managed third-party evaluation contractor.

PART VII – AGENCY CONTACT

For general questions related to this NOFO, applicants and other interested parties are encouraged to contact:

School Feeding and Humanitarian Branch
Food Assistance Division
Office of Capacity Building and Development
Foreign Agricultural Service
U.S Department of Agriculture

Address:

1400 Independence Ave, SW, STOP 1034
Washington, DC 20250

Phone: (202) 720-4221

Fax: (202) 690-0251

Email at: ppded@fas.usda.gov

Individuals with questions regarding the Notice of Funding Opportunity (NOFO) must submit the questions in writing to the above email address. Answers to all questions regarding the NOFO will be posted on the FAIS Homepage (<https://apps.fas.usda.gov/fais/public>) within three days of receipt.

If you do not have internet access, and would like access to the questions and answers, please contact us at the number or address above and provide your address or fax number and FAS will send you the questions and responses to all questions asked regarding the NOFO.

APPENDIX A - Application Content Checklist for Submitting Proposals in FAIS

I. Application Requirement

- Register with SAM and maintains an active account
- DUNS number for applicant's organization
- DUNS number for all grant subrecipients

II. Proposal Summary Section

- Past Performance Records - Attachment(s)*
- CV of proposed Chief of Party or Project Director - Attachment*
- AD-3030 - Attachment*
- Audited Financial Statements - Attachments*
- Letters of Support – Attachment(s) (Not Required)*

III. Introduction Section

- All required cells are entered for country, project dates, etc.in FAIS
- Introduction and Strategic Analysis uploaded as *attachment*. The document contains the following sections:
 - One paragraph summary of proposed project
 - Strategic Analysis

IV. Results Section

- Performance Indicators for *Results and Activities* uploaded as *attachment*
- Evaluation Plan* uploaded as *attachment*
- Project Level Frameworks* uploaded as *attachment*

Results Tab

- Each result depicted on the proposal's *Project Level Frameworks* in FAIS has a Result selected

Activities Tab

- All necessary Activities are selected

Mapping Tab

- All activities are mapped to at least one result

Other Details Tab

- Cash and Non-Cash Contributions* section completed
- Subrecipients* section completed
- Government and Non-Government Agencies* section completed
- Method of Choosing Beneficiaries* section completed
- Method of Educating Beneficiaries* section completed

- Target Geographic Area* section completed

V. Commodity Section

Commodity Tab

- All proposed commodities are selected including basic information and monetization and direct feed details where applicable

Special Needs & Distribution Methods Tab

- Transportation and Storage* section completed
- Processing and Packaging* section completed
- Duty Free Entry* section completed
- Economic Impact* section completed
- Ration Justification/Other Remarks* section completed and includes program specific information requested in guidance

Monetization Tab (if applicable)

- Impact on Other Sales* section completed
- Private Sector Participation in Sale of Commodity* section completed
- Sales Proceed Usage Activity Implementation* section completed
- Assuring Receipt Procedures* section completed
- Expected Interest Earned* section completed

VI. Budget Section

- Budget Summary* uploaded as *attachment*
- Budget Narrative* completed in FAIS or uploaded as an *attachment*
- NICRA uploaded as *attachment*
- SF-424 uploaded as *attachment*

APPENDIX B – Country Specific Guidance

Competitive proposals should demonstrate a significant contribution to the highest-level strategic objectives within the McGovern-Dole literacy and nutrition frameworks. A competitive proposal will include activities to improve literacy through improved literacy instruction, while addressing key issues in the education sector including teacher absenteeism and lack of qualifications. Complementary activities should be designed in conjunction with community partners and school-based organizations to address the specific needs of different school communities to serve daily school meals in a healthy environment with adequate access to improved sanitation and water facilities.

To address the McGovern-Dole goal of creating sustainable, nationally-owned, school feeding programs, competitive proposals will also need to demonstrate how the Applicant will work with the Government to support their national school feeding program at the national, department, and commune level. A competitive proposal will also demonstrate the sustainability of activities that address literacy and health and nutrition, through close collaboration with the Ministries of Education and Ministry of Health at the national, department, and commune level. FAS encourages applicants to include information on the prevalence of neglected tropical diseases (NTDs) transmitted by worms such as guinea worm disease, lymphatic filariasis, onchocerciasis, schistosomiasis, and soil-transmitted helminths in targeted intervention regions or areas.

I. Benin

Targeted Areas: Alibori and Borgou Departments

Country Context

Since a democratic transition in 1990, the francophone nation of Benin has maintained a stable government, which has been slowly progressing along the path of political and economic development. In May 2016, President Patrice Talon was elected under a campaign which promoted anti-corruption and sustainable economic development.

Benin has fulfilled important economic and structural reforms, primarily through International Monetary Fund (IMF) and World Bank funding, which have aided the country in sustaining a 4.7

percent annual economic growth rate over the last decade.¹ The Gross Domestic Product (GDP) growth rate was 4.6 percent in 2012, 6.9 percent in 2013, and 6.5 percent in 2014, and slowed to 5 percent in 2015, largely due to an abatement of re-export activities to Nigeria and a decline in agriculture production.² Benin's economy depends heavily on the cotton trade, and agriculture is the main source of income for 70 percent of the country's workforce.³ This economic growth has fueled modest increases in gross domestic product (GDP) per capita income from US \$2,000 in 2013 to US \$2,100 in 2015.⁴ Despite these gains, large segments of the population continue to live in poverty. Almost 40 percent of Benin's population lives below the poverty line.⁵ Benin still ranks close to the bottom, at 166 out of 186 countries, in the 2014 Human Development Index.⁶

Education Overview

Quality of education continues to be a major issue, with a lack of access to teaching resources and teacher training. High rates of teacher absence and overcrowded classroom buildings are an acute issue in the remote rural areas of northern Benin. Nationally, education outcomes show that only 66 percent of male youths and 45 percent of female youths (age 15 to 24 years) are literate, and primary school attendance rates continue to be low, despite investments by the Government of Benin to make all primary education free⁷. In the Alibori and Borgou regions, primary school attendance is below average, with as little as 50 percent of boys and girls attending school.

Nutrition Overview

The health and nutrition of children in Benin is deprived, especially in the Alibori and Borgou regions where food insecurity is highest. Nationally, 44.6 percent of children are wasted and 16 percent of children are underweight. Rates of anemia and other micronutrient deficiencies are also high, even by West African standards⁸. The Alibori and Borgou Departments are the two poorest areas in Benin, with an estimated income poverty level of 43 and 39 percent, respectively.⁹ A majority of households are rural and engaged in subsistence agriculture with some cotton production. Those areas close to the Niger River are able to benefit from improved

¹ <http://siteresources.worldbank.org/INTPRH/Resources/376374-1303736328719/Benin41411web.pdf>

² <http://www.worldbank.org/en/country/benin/overview>

³ <http://borgenproject.org/10-facts-about-poverty-in-benin/>

⁴ <https://www.cia.gov/library/publications/the-world-factbook/geos/bn.html>

⁵ <http://borgenproject.org/10-facts-about-poverty-in-benin/>

⁶ <http://countryeconomy.com/hdi/benin>

⁷ Data Source: UNESCO, including the Education for All 2000 Assessment.

⁸ Benin Preliminary Demographic Health Survey-DHS 2013

⁹ <https://www.cia.gov/library/publications/the-world-factbook/geos/bn.html>

access to water for agricultural production, but these areas have also been negatively impacted by periodic flooding of the Niger River.

Programming Priorities

McGovern-Dole has chosen to target the arid northern areas of Benin, where food insecurity is highest and primary education rates are low. Strong proposals will propose activities that can improve the poor literacy and nutritional status of students in the arid northern areas. In the Spring of 2016, Benin established a school-feeding policy; presently the Ministry of Primary Education has continued administering a home-grown school feeding pilot throughout various locations of the country. A strong proposal will implement activities that foster school feeding program sustainability leading to host-country ownership and management.

II. Haiti

Program Targeted Areas: Cap Haitien, Port-au-Prince, St. Marc, Southwest Departments of Grande'Anse, Sud and Nippes (Departments most negatively impacted by Hurricane Matthew).

Country Context

Haiti is classified as a low-income country with a total population of approximately 9.9 million; its urban population is 57.4 percent of the total population (2014)¹⁰. According to a 2014 estimate, Haiti's gross national income is \$1,720 with gross domestic product (GDP) of \$18.54 billion and a GDP growth rate of 3.8 percent, and a GDP per capita purchasing power parity-adjusted of US \$1,800. In 2013, 78 percent of the country's citizens survived on less than \$2 a day and over 50 percent on less than \$1 a day. In rural areas, 88 percent of individuals live below the poverty line and basic services are practically non-existent. The unemployment rate in the formal sector is high at 41 percent. Almost two-thirds of Haitian households, or 4.7 million people, live in rural areas where agriculture is the main economic activity and source of income¹¹.

In February 2016, the World Food Program (WFP), the Food and Agriculture Organization (FAO) and the Government of Haiti (GoH) released the Emergency Food Security Assessment (EFSA) stating that up to 70 percent of crops in the most impacted areas in the Sud-Est, Nord-

¹⁰ World Bank <http://data.worldbank.org/country/haiti>

¹¹ Feed the Future, Haiti FY 2011-2015 Multi-Year Strategy

https://www.feedthefuture.gov/sites/default/files/resource/files/HaitiFeedtheFutureMultiYearStrategy_Public_FINALE.pdf

Ouest and Artibonite regions have been lost and without rain many farmers would lose their fourth consecutive harvest¹². UNICEF recently reported that about 200,000 families (1 million people) have been affected by this lack of access to reliable and affordable food supplies doubling the food-insecure population¹³.

Compounding the country's food insecurity, in October 2016 Hurricane Matthew struck Haiti's southwestern coast, devastating many towns and villages. The storm was the country's strongest hurricane in almost a decade and made landfall on the Tiburon Peninsula as a Category 4 hurricane¹⁴. The Government of Haiti (GoH) has announced that more than 1.4 million people urgently need humanitarian assistance. The GoH also listed an official death toll from the hurricane of 473 with the homes of more than 120,000 families damaged or destroyed. According to UNICEF, an estimated 500,000 children live in the areas in the southern region most affected by the hurricane. Fears are growing that the aftermath could worsen the nation's cholera epidemic which killed at least 10,000 people after the 2010 earthquake. Following the hurricane, the United Nations announced that the storm was the country's worst humanitarian crisis since the 2010 earthquake¹⁵.

Education Overview

USAID reports that the education sector in Haiti suffers from a lack of quality and access necessary for sustained economic and social development. Despite improvements in enrollment and the commitment of the GoH to strengthen public education, challenges in teacher training, access, and funding remain widespread. To address these education issues, the GoH has made free and universal education a priority. During the fall of 2011, the GoH's Ministry of National Education and Vocational Training (MENFP) launched an operational plan to enroll 1.5 million students in school by 2016, and to improve teacher training, curricula, and develop uniform minimum standards for all schools¹⁶.

According to USAID, primary school enrollment in Haiti is approximately 75 percent and the average Haitian has less than 5 years of schooling. School fees remain prohibitively expensive for low-income families and keep many children from attending school regularly. A recent early grade reading assessment revealed that approximately 75 percent of children at the end of first grade and nearly half of students finishing second grade could not read a single word and almost 50 percent of the adult population is illiterate. Most schools in Haiti receive minimal

¹² WFP <https://www.wfp.org/news/news-release/el-nino-drought-blamed-severe-food-insecurity-doubles-6-months-haiti>

¹³ UN <http://www.un.org/apps/news/story.asp?NewsID=53633#.V4O17DJf2po>

¹⁴ USA Today <http://www.usatoday.com/story/news/world/2016/10/04/haitis-impoverished-villages-brace-matthew/91519806/>

¹⁵ CNN <http://www.cnn.com/2016/10/08/americas/hurricane-matthew-death-toll-haiti/index.html>

¹⁶ USAID <https://www.usaid.gov/haiti/education>

government support and are cost prohibitive relative to earnings and over 85 percent of primary schools are privately managed by non-governmental organizations, communities, religious institutions, and for-profit entities. The shortage of qualified teachers is listed as a persistent issue with half of public school teachers lacking basic qualifications and almost 80 percent of teachers receiving no formal pedagogical training¹⁷.

Nutrition Overview

To improve nutrition and food security, the GoH launched *Aba Grangou*, a national strategic framework to halve the proportion of people suffering from hunger by the end of 2016 and to eradicate hunger and malnutrition by 2025.

Nutrition outcomes are affected by health care system constraints, especially the shortages of health workers, lack of materials, and low skill levels. Additionally, lack of clean water and poor sanitation are key factors in affecting people's health status. More than 80 percent of the population does not have access to clean drinking water. Less than 50 percent of households have access to safe water and only 25 percent benefit from adequate sanitation¹⁸.

Programming Priorities

To support the McGovern-Dole literacy goal, competitive proposals should focus on boosting the enrollment, attendance and retention of primary-school students through to at least Grade 6, especially in remote and vulnerable communities. Competitive proposals, to the extent possible, will work with USAID supported schools and clearly demonstrate how they will collaborate with USAID's basic education programs, including the *Tout Timoun Ap Li* ("All Children Reading" in Haitian Creole: ToTal) and *An n aprann li ak ekri* ("Let's learn to read and write" in Haitian Creole: Ann ALE).

Competitive proposals will also incorporate activities that focus on providing appropriate pedagogical supplies, such as textbooks and other reading materials, as well as training teachers and school administrators in improved pedagogical skills. Competitive proposals will demonstrate strong support from the GoH, in particular MENFP, and a concrete plan for working with the government and communities to sustain the benefits of work done under the McGovern-Dole funding, including achieving functional literacy of students.

To support the McGovern-Dole goal of creating sustainable, nationally-owned school feeding programs, competitive proposals will demonstrate how the Applicant will work with the GoH to

¹⁷ USAID Education Fact Sheet (January 2016)

<https://www.usaid.gov/sites/default/files/documents/1862/Education%20Fact%20Sheet%20FINAL%20%20January%202016%20-2%20page.pdf>

¹⁸ WFP <http://www.wfp.org/countries/haiti/food-security>

strengthen its *Programme National de Cantines Scolaires* (PNCS), Haiti's national school feeding program. Haiti is also a priority FtF country and successful applicants will show how the proposed activities are complementary, and not duplicative with current FtF objectives and activities.

III. Lao PDR (Lao People's Democratic Republic)

Targeted Areas: Attapeu, Khammouane, Luang Namtha, Luang Prabang, Oudomxay, Phongsaly, Saravane, Sekong

Country context

Lao PDR (or Lao People's Democratic Republic), is one of the few remaining one-party communist states located in Southeast Asia, northeast of Thailand and west of Vietnam. The country's population, estimated in 2015 at 6.9 million, is comprised of nine major ethnic groups and other lesser known ones. In 2014, the Human Development Index (HDI) ranked Lao PDR 141 out of 188 countries and territories placing it in the medium poverty level category. Between 1980 and 2014, Lao PDR's HDI value increased from 0.345 to 0.575, an increase of 66.7 percent, or an average annual increase of about 1.51 percent signaling an improvement in the country's economy and living conditions.¹⁹

From 1988 to 2008, Lao PDR's economic growth averaged 6 percent per year, except in 1997 when there was a short-lived economic slump caused by the Asian financial crisis. Lao PDR's Gross Domestic Product (GDP) per capita purchasing power parity was estimated at US \$5,300 in 2015. Recently, Lao PDR's economy has been among the fastest growing in Asia, averaging around 8 percent per year over the last decade. Lao PDR's agriculture, which is dominated by rice which is cultivated in lowland areas, accounts for about 25 percent of GDP and 73 percent of the total workforce. Lao PDR's economy is heavily dependent on capital-intensive natural resource exports; predominant natural resources include timber, hydropower, gypsum, tin, gold, gemstones. Lao PDR gained Normal Trade Relations status with the US in 2004 and applied for Generalized System of Preferences trade benefits in 2013 after being admitted to the World Trade Organization earlier that year.

¹⁹ http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/LAO.pdf

Education Overview

Lao PDR has made significant progress in increasing access to primary education during the last ten years, with a net enrollment rate (NER) reaching 98.6 percent in 2014/15.²⁰ However, the high enrollment rates in primary education conceal geographic and urban and rural disparities along poverty and ethnic lines, and for children with disabilities. For example, while 89 percent of students in Vientiane Capital who enroll in grade one stay in school long enough to advance to grade five, less than half do in the most disadvantaged provinces. While national literacy rates for the entire population aged 15 years and older is 79.9 percent, with 87.1 percent of males and 72.8 percent of females being literate from 2015 estimates, literacy rates for young males of Mon-Khmer ethnicity are only 63 percent. The disparity increases for ethnic females, with 81 percent of ethnic Lao-Tai students being literate in Lao language compared to only 45 percent of ethnic Mon-Khmer students. For children who stay in school, learning outcomes at the end of primary education, grade five, are low – a problem that starts with early grade literacy.

As of 2014/2015, the education budget was 14.6 percent of the State budget²¹. The National Assembly made it a target that the education budget should reach 17 percent of the State budget; however, this has not yet been achieved. The Ministry of Education and Sports (MoES) recognizes the budget constraints for education sector planning and implementation.²² The largest share of the budget is allocated to salary expenditures. As a consequence, expenses related to increasing quality of education are left to the schools and community to fund. The government has been working with development partners who have provided analytical and advisory support and assisted with developing strategies as outlined in the ESDP document. On September 6, 2016, President Obama announced that Laos, alongside Nepal, would be the newest country to benefit from the Let Girls Learn (LGL) Challenge Fund.

Nutrition Overview

Poverty persists in the rural areas, with half of the rural poor continuing to live in seven chronically poor provinces. Access to water and sanitation continues to be inadequate in rural areas. The gap to access of health care is huge, especially for women, and the poor and for people living in rural and remote areas. Women and girls still face the challenges of stereotypical attitudes on traditional gender roles, unplanned childbirths, heavy workload, and restricted opportunities for better education, especially in rural areas. Recently, Laos finished developing the 7th National Health Sector Development Plan (NHSDP) for 2011-2015. During

²⁰ Laos Education and Sports Sector Development Plan (ESDP) 2016-2020, Vientiane, 2015

²¹ Laos Education and Sports Sector Development Plan (ESDP) 2016-2020, Vientiane, 2015

²² Laos Education Sector Development Plan (ESDP) Draft 2016-2020 page 36

that period, the Ministry of Health with its development partners (DPs) made significant progress in strengthening the Country's health system.²³

Programming Priorities

A strong proposal will attempt to bridge the poor literacy outcomes for marginalized rural and ethnic groups, and for females and those with disabilities, with the rest of the country through implementation of early grade reading activities and assessments. Given the lack of access to health care by these same aforementioned marginal groups, a competitive proposal will introduce activities that will increase the access of the rural and marginalized ethnic groups, and of women and the disabled, to health care.

A competitive proposal will demonstrate alignment of its school meals and education program design and objectives with the Government of Laos PDR's, especially in Pillar 2 "Improving Quality and Relevance" for early grade literacy. In particular, proposals that present a collaborative plan with the Lao PDR government to fully implement its own school meals program, which is nutritionally informed (e.g. fortified foods, etc.), will be most competitive. A strong proposal will also provide evidence of consultation and collaboration with the U.S. Mission in the area of early grade reading and Let Girls Learn initiatives to ensure activities are complimentary, and not duplicative. Where present in Laos, applicants should seek to coordinate and design activities with active or planned Let Girls Learn initiatives.

IV. Liberia

Targeted Areas: Nimba, Grand Gedeh, River Gee, Sinoe, Maryland, Grand Kru, Bomi, Gbarpolu, Rivercess and Grand Bassa.

Country Context

Liberia has a population of 4.09 million, with an annual growth rate of 2.1 percent. The massive out-migration from rural-to-urban areas has largely been blamed on vestiges of past civil wars (First Liberian Civil War 1989-1996, Second Liberian Civil War 1999-2003) which left many rural areas depleted of basic resources. The steady rural out-migration and human flow to the cities has increasingly put a strain on limited urban resources. Monrovia, the capital of Liberia, has been the most affected by this rural out-migration. Even after the end of Liberia's civil conflict in 2003, the intensity of rural-to-urban migration has not abated.

²³ http://www.who.int/countryfocus/cooperation_strategy/ccsbrief_lao_en.pdf

Since 2006, President Ellen Johnson Sirleaf has been both chief of state and head of government during the country's post-civil war transition to democracy. With presidential elections scheduled for 2017, a peaceful and democratic handover of power is considered essential to Liberia's continued recovery after the end of the country's civil war; and to the containment of the Ebola epidemic which has affectedly slowed economic growth²⁴.

Liberia's gross domestic product (GDP) for 2014 was estimated at \$3.7 billion and the GDP per capita at \$900. Real GDP growth in 2014, which was initially projected at 5.8 percent, was estimated to decline to 2.5 percent or less by the end of the year²⁵. Liberia is classified as both a least-developed and a low-income food-deficit country; it is ranked 174 out of 187 in the 2013 United Nations Development Programme Human Development Index²⁶.

Liberia's near and medium-term economic prospects have been adversely affected by the Ebola crisis through its impact on all sectors. Public and domestic private sector investments, particularly in the construction sector, have also been delayed as the government has shifted resources to health and social protection.

Education Context

Liberia's education system is divided into five levels, namely, pre-primary, primary, junior high, senior high, and post-secondary. Enrollment is mainly concentrated at the early stages with 40.6 percent of all students enrolled at the preprimary level and 44.8 percent enrolled at the primary level. Enrollment drops dramatically as children grow, with 9.2 percent enrolled in the junior high level and a mere 5.4 percent enrolled in the senior high level²⁷.

On school attendance, Liberia compares poorly with other post-conflict countries such as Sudan and DR Congo relative to the number of out-of-school children. A review of out-of-school children in 25 countries shows Liberia as having the largest number of out-of-school children in percentage terms by country. Approximately 60 percent of all primary school-age children are estimated to be out-of-school children. Of the 40 percent of Liberian children that attend primary school, the graduation rate was just 59 percent in 2014, according to the World Bank²⁸. Government expenditures on education are 2 percent of GDP²⁹.

On July 20, 2016, USAID delivered the Broad Agency Announcement for the "Let Girls Learn Challenge" in Liberia, which sought opportunities to co-create, co-design, co-invest, and

²⁴ <https://www.cia.gov/library/publications/the-world-factbook/geos/li.html>

²⁵ <http://www.worldbank.org/en/country/liberia>

²⁶ <http://hdr.undp.org/en/content/human-development-index-hdi>

²⁷ <https://www.usaid.gov/liberia/education>

²⁸ <http://www.worldbank.org/en/country/liberia/overview>

²⁹ http://www.uis.unesco.org/searchcenter/Pages/Results.aspx?k=liberia&s=UIS_Site_EN

collaborate in the research, development, piloting, testing, and scaling of innovative, practical and cost-effective interventions to increase Liberian adolescent (ages 10-19) girls' access to education and to promote basic literacy skills. Liberia is also a FtF country.

Nutrition Context

USAID's current "Nutrition Profile" document on Liberia reports that: Food insecurity is widespread, with every fifth household considered food insecure, mainly affecting poor rural households with informal livelihoods. The highest rates of food insecurity are found in Bomi (55 percent), Grand Kru (46 percent), and River Cess (45 percent) counties. Regional disparities are apparent, with stunting lower in Greater Monrovia (27 percent) than in other urban or rural areas (33 percent). By county, large differences in underweight are observed with only nine percent of children in Montserrado underweight and 25 percent of children in River Gee underweight³⁰. Poor dietary diversity and diarrheal disease caused by improper hygiene and sanitation contribute to suboptimal nutritional outcomes. Malaria is a critical public health issue, with 45 percent of children testing positive.³¹

Programming Priorities

A competitive proposal will demonstrate alignment of its school meals and education program design and objectives with the Government of Liberia (GOL), paying particular attention to the government's new school-feeding policy. This policy sets forth adhering principles guiding all partners in the planning, implementation, and management of the GOL's National School Feeding Programme (NSFP). The policy further outlines the roles and responsibilities of ministries and international and national stakeholders including schools, administrators, non-governmental organizations, the United Nations, and the government itself which has the overarching coordination role in not only making the NSFP work but also owning it.

Proposals will also include a strong school garden component which will be linked to the national agriculture strategy and the national education curriculum. At the request of the GOL, in-country school meals implementers are encouraged to establish Home-Grown School Feeding Programme (HGSFP) with the aim of gradually handing over the ownership and implementation of the school feeding to the government. Liberia is also a Feed the Future priority country. A strong proposal will provide evidence of consultation and collaboration with both the FtF and Let Girls Learn initiatives to ensure activities are complimentary and not duplicative. Where present in Liberia, applicants should seek to coordinate and design activities with active or planned Let Girls Learn activities.

³⁰ <https://www.usaid.gov/what-we-do/global-health/nutrition/countries/liberia-nutrition-profile#nutritionsituation>

³¹ <https://www.feedthefuture.gov/country/liberia>

V. Madagascar

Target Areas: All regions

Country Context

Madagascar's political environment became volatile due to a coup in January 2009. The Southern Africa Development Community (SADC) stood at the helm of a lengthy mediation process between the government and opposition leaders, which paved the way for Madagascar to hold UN-supported elections in 2013. In January of 2014, Madagascar swore in its newly-elected president, Hery Rajonarimampianina, and during this transitional period all U.S. sanctions were lifted.³² Today, Madagascar benefits from increased foreign investment and development assistance. The U.S. government has been providing development assistance to Madagascar for over thirty years and has been one of the largest bilateral donors to Madagascar. USAID currently provides assistance in the areas of Food Security and Disaster Assistance, Environment, Global Health, and Water.³³ Beginning in 2008, the country became part of the President's Malaria initiative.³⁴

As of 2015, Madagascar's Gross National Product (GDP) per capita was \$411.³⁵ The country is ranked 154th out of 188 countries on the United Nations Development Programme Human Development poverty index. In 2015, the population of Madagascar was 23.8 million. Agriculture, including forestry and fishery, makes up approximately one fourth of Madagascar's GDP and employ 80 percent of the population. Madagascar has very poor infrastructure, particularly in the areas of transportation and electricity, which deters investment and hinders economic growth. The government intends to seek foreign investment to rehabilitate and expand its infrastructure according to its five-year national development plan.³⁶

Deforestation and erosion, exacerbated by use of firewood and charcoal for household fuel are serious concerns.³⁷ Severe drought in southern Madagascar has been aggravated by El Niño, which has put the May/June 2016 staple crops of rice, maize, cassava, and yams at risk with projected future harvest losses of up to 80 percent predicted by the State Department. The WFP's 2013 assessment found that 28 percent of rural populations are chronically food insecure.

³² <http://www.state.gov/t/pa/ei/bgn/5460.htm>

³³ <https://www.usaid.gov/madagascar/history>

³⁴ <https://www.usaid.gov/madagascar/global-health>

³⁵ <http://data.worldbank.org/indicator/NY.GDP.PCAP.CD>

³⁶ <http://www.state.gov/e/eb/rls/othr/ics/2016/af/254215.htm>

³⁷ <https://www.cia.gov/library/publications/the-world-factbook/geos/ma.html>

Education Overview

Educational outcomes have fallen over the last twenty years in Madagascar. This is largely due to an overall reduction in investment in education which has resulted in fewer civil servant teachers and no centralized teacher training. Community teachers whose training and qualifications are often low, constitute 80 percent of teachers in primary schools, and these teachers are distributed unequally resulting in great variation in educational quality across the country. In addition, the number of out-of-school children has been increasing. Higher education costs and high opportunity costs are two factors that have also contributed to decreased and stagnating enrollment levels.³⁸

Madagascar invests a low share of its Gross Domestic Product (GDP) in education compared to other African countries, and its spending on education has been decreasing since 2008. Madagascar's government expenditure as a share of GDP was only 2.75 percent (2010-2012) in contrast with 3.97 percent for Niger and 6.67 percent for Kenya. This low education expenditure is due to overall low government expenditures as opposed to low prioritization of education.³⁹

Nutrition Overview

Madagascar has one of the highest rates of stunting in the world. According to the World Bank, undernutrition in Madagascar is not exclusively a cause of poverty: poor infant feeding practices, limited access to diverse nutritious foods, and a high disease burden are primary causes.⁴⁰

The government of Madagascar spends about 3 percent of GDP on Health (2014). The population has a life expectancy of 65 years.⁴¹ Almost 30 percent of deaths in Madagascar are attributable to preventable infectious and parasitic diseases. Since 2009, Madagascar has stagnated or reversed progress in key health indicators and is off-track to meet the Millennium Development Goals. Healthcare is unaffordable for much of the population and many remote communities are not able to access healthcare during certain parts of the year regardless of cost.⁴²

³⁸ <http://documents.worldbank.org/curated/en/298131467999684470/pdf/98183-REVISED-PUBLIC-Policy-Note-Mada-PER-English.pdf>

³⁹ <http://documents.worldbank.org/curated/en/298131467999684470/pdf/98183-REVISED-PUBLIC-Policy-Note-Mada-PER-English.pdf>

⁴⁰ <http://documents.worldbank.org/curated/en/652621468054231383/pdf/771780BRI0Box00adagascar0April02011.pdf>

⁴¹ <https://www.cia.gov/library/publications/the-world-factbook/geos/ma.html>

⁴² <http://documents.worldbank.org/curated/en/298131467999684470/pdf/98183-REVISED-PUBLIC-Policy-Note-Mada-PER-English.pdf>

Programming Priorities

A competitive proposal will demonstrate alignment of its school meals and education program design and objectives with the Government Madagascar, paying particular attention to the government's new school-feeding policy. The national Madagascar school feeding policy is expected to be finalized and endorsed soon and Madagascar's Ministry of Education is planning to launch a Home-Grown School Feeding Program pilot in October 2016.

Additionally, a competitive proposal will address the sustainability of the school meals program at the local level by proposing ways to increase and strengthen the capacities of local communities and governments, particularly those in charge of underperforming schools, to take over the school meals program in rural areas. This should include building both the capacities of teachers and the capacities of communities and/or the government to train and manage teachers. The World Bank's 2014 report on the state of Madagascar's education system noted that, "Madagascar has an urgent need to improve the quality of its education system and to meet the needs of out-of-school children."⁴³ Ideally, McGovern-Dole activities in Madagascar will address improving the education system as well as encourage the families of out-of-school children to enroll their children through the incentive of school-meals. In addition, given the high-disease burden in Madagascar, in particular the prevalence of diarrhea in children, USDA encourages proposals to include appropriate water and sanitation for health (WASH) components.

VI. Mauritania (Islamic Republic of Mauritania)

Targeted Areas: Southern Region

Country Context

Mauritania is a mostly desert country, about three times the size of New Mexico. It is located in Western Africa, bordered by Algeria, Mali, Senegal, and the Western Sahara. Mauritania has been in a perpetual state of political turmoil and social tension since its independence in 1960. In 2012, southern Mauritania witnessed an influx of refugees fleeing the conflict in northern Mali. In the past several years, Mauritania has enjoyed political stability with the June 2014 presidential elections taking place peacefully. Despite the decline of nomadism due to droughts and a dearth of arable land, half of Mauritania's 3.5 million people depend on agriculture for their livelihoods. The poverty rate remains high, particularly in rural areas, with Mauritania

⁴³ <http://documents.worldbank.org/curated/en/298131467999684470/pdf/98183-REVISED-PUBLIC-Policy-Note-Mada-PER-English.pdf>

ranking 156th among 188 countries on the United Nations Human Development Index. Risks to Mauritania's economy include recurring droughts, dependence on foreign aid and investment, insecurity in neighboring Mali, as well as significant shortages of infrastructure, institutional capacity, and human capital.⁴⁴ The main constraints to poverty reduction are low productivity of the rural economy, a lack of human capital-intensive sectors, governance issues, the quality of public services, and vulnerability to exogenous shocks.⁴⁵

Education Overview

The gross primary school enrolment rate is 100 percent, with almost half of the entrants having exceeded the primary schooling age (6-11 years), due to late entry into the system, repetition of classes and an inefficient civil registration system. The girls-to-boys parity index went from 0.98 in 2000 to 1.07 in 2010. One fifth of the children — the majority of them living in rural areas and ranking among the poorest in society — do not attend school. Owing to problems of access and low retention, the primary-school completion rate is 72 percent, with major disparities that can mostly be attributed to incomplete schools, high costs and parents' negative views of school. Preschool education remains underdeveloped.

Nutrition Overview

Underweight prevalence is 30 percent higher in the southern, central and south-eastern regions, which represent 62 percent of the population. The regions with high prevalence of malnutrition and food insecurity are the same as those with high mortality and poverty rates. The proportion of the population with an improved drinking water source is 35.7 percent among households in the poorest quintile, compared with 52.1 percent in the richest quintile. Only 26 percent of households have sanitation facilities, and there are disparities in rural areas.⁴⁶

Programming Priorities

Given the continuing human rights violations (e.g. slavery, human trafficking, etc.) and discrimination against marginalized groups (non-Arab groups, descendants of slaves, etc.), especially against girls, a strong proposal will address ways to reduce barriers for all marginalized groups, particularly for girls, to be able to attend school and access good nutrition, hygiene and health care.

Applicants are encouraged to work with government agencies such as the Ministries of Education and Agriculture to implement activities and develop programs that would contribute to the sustainability of a national school feeding program. A competitive proposal would include a

⁴⁴ <https://www.cia.gov/library/publications/the-world-factbook/geos/mr.html>

⁴⁵ <http://www.worldbank.org/en/country/mauritania/overview#1>

⁴⁶ http://www.unicef.org/about/execboard/files/Mauritania_final_approved_2012-2016_English_20_Oct_2011.pdf

government-supported plan to sustain the benefits of a national school feeding program, as well as provide a concrete timeline for handover of participating schools to the national government.

VII. Nepal (Federal Democratic Republic of Nepal)

Targeted Areas: Mid-West and Far West Regions

Country Context

Nepal (or Federal Democratic Republic of Nepal) is a landlocked country, bordered by India on the south and China on the north. The country is comprised of three ecological zones: the rugged Himalaya mountains in the north (Mount Everest is the highest point on earth above sea level at 8,850 meters), the hilly central region, and the flat Tarai plains in the south.⁴⁷ There are significant disparities in health, education, and wealth between Nepal's 126 distinct ethnic/caste groups, and between people living in different regions.⁴⁸ As of July 2015, the country's population was approximately 31.5 million.⁴⁹

Economically, Nepal is a low-income country with a gross domestic product (GDP) per capita in 2015 of \$732 US dollars per year.⁵⁰ Over the past 15 years, the poverty rate has declined from 42 percent to 25 percent largely due to the inflow of remittances.⁵¹ Nepal is heavily dependent on remittances, which amount to as much as 29 percent of GDP. Yet Nepal is still among the poorest and least developed countries in the world, with about one-quarter of its population living below the poverty line. Agriculture is the mainstay of the economy, providing a livelihood for almost 70 percent of the population and accounting for about one-third of GDP. On April 25, 2015 Nepal was hit by massive earthquake which damaged and destroyed infrastructure and homes and set back economic development. Additional challenges to Nepal's growth include its landlocked geographic location, persistent power shortages, and underdeveloped transportation infrastructure.⁵² In 2014, on the human development index (HDI) scale Nepal ranked 145 out of 188 countries and territories, placing it in the low human development category.⁵³

⁴⁷ <https://www.cia.gov/library/publications/the-world-factbook/geos/np.html>

⁴⁸ http://www.who.int/pmnch/knowledge/publications/nepal_country_report.pdf

⁴⁹ <https://www.cia.gov/library/publications/the-world-factbook/geos/np.html>

⁵⁰ <http://data.worldbank.org/indicator/NY.GDP.PCAP.CD>

⁵¹ http://www.who.int/pmnch/knowledge/publications/nepal_country_report.pdf

⁵² <https://www.cia.gov/library/publications/the-world-factbook/geos/np.html>

⁵³ <http://hdr.undp.org/en/countries/profiles/NPL>

Education Overview

As of 2014, Nepal's national literacy rate for adults was 63.9 percent, although in the remote rural areas it was much lower at only 56.3 percent.⁵⁴ The National Literacy Campaign (NLC) has been an extensive and integrated non-formal educational program which primarily has targeted illiterate and semi-literate people (aged between 15 and 60 years) from socio-economically disadvantaged and marginalized communities. The program was implemented across the entire nation within the context of the Education For All National Plan of Action (EFANPA, 2001-2015). The fundamental goal of the NLC was to provide basic literacy and life skills training to about three million out-of-school youth and adults per year in order to empower them to be self-reliant.⁵⁵ Currently, the Ministry of Education's School Sector Development Plan is the guiding instrument in Nepal on educational programs and policies.

Nepal has made remarkable progress in the education sector and expanded learning opportunities for children and adults since 1990. Net primary enrollment rates have increased from 64 to nearly 95 percent, with similar enrollment rates for girls and boys. These improvements have put Nepal on track to achieve Millennium Development Goal 2: Universal Primary Education. Despite this progress, there are concerns about the quality of education and low school completion rates. Nepal's linguistic, geographical, and socio-economic diversity also affect schools' ability to provide quality education services for all students. An Early Grade Reading Assessment was conducted in March 2014, with USAID funding, to provide baseline data on the foundational reading skills of Nepali children. The assessment found that 34 percent of second graders and 19 percent of third graders could not read a word of Nepali. Nepali students only display emergent reading skills by grade three, which would be expected by the end of grade one or beginning of grade two. On September 6, 2016, President Obama announced that Nepal, alongside Laos, would be the newest country to benefit from the Let Girls Learn Challenge Fund.

Nutrition Overview

The underlying causes of hunger, poverty and undernutrition in Nepal include low agricultural productivity; limited livelihood opportunities; weak market linkages; inadequate production and consumption of nutritious foods; poor infrastructure; and inadequate government resources. Gender and caste relationships have played a critical role in food security, as a majority of women and many underprivileged persons work in agriculture; yet they often do not have access to property ownership or cash. Women and children also typically suffer greater levels of hunger and poverty than men.⁵⁶

⁵⁴ <https://www.cia.gov/library/publications/the-world-factbook/geos/np.html>

⁵⁵ <http://www.unesco.org/uil/litbase/?menu=14&programme=122>

⁵⁶ <https://www.feedthefuture.gov/country/nepal>

Programming Priorities

A competitive proposal will also need to demonstrate evidence of close collaboration with key U.S. government agencies at the U.S. Mission in Nepal to ensure complementarity and leveraging, without duplication, of efforts to achieve McGovern-Dole's literacy and nutrition objectives. This includes evidence of consultation and collaboration with the FtF and Let Girls Learn Initiatives to ensure activities are complementary and not duplicative. Where present in Nepal, applicants should seek to coordinate and design activities with active or planned Let Girls Learn activities.

Lastly, a strong proposal will need to demonstrate how it plans to increase and strengthen coordination among key government agencies with a stake in school feeding (Ministry of Education, Ministry of Health, Ministry of Finance, Ministry of Agriculture) towards developing relevant national school feeding policy in Nepal. And a strong proposal will need to demonstrate how it plans to include school feeding, as an education and/or social protection intervention in the National-level Poverty Reduction Strategy or other National Strategy. Nepal is a FtF priority country⁵⁷ and a strong proposal will need to demonstrate innovative alliances with FtF activities and objectives, including partnerships with agricultural extension services for Home Grown School Feeding garden activities.

VIII. Nicaragua

Targeted Areas: Jinotega, Nueva Segovia, and South Caribbean Coast Autonomous Region (RACCS)

Country Context

Nicaragua is considered to be the second poorest country in Latin America and the Caribbean,⁵⁸ and is deemed a low-income, food deficit country. The population has just surpassed 6 million, with 58.8 percent of the population residing in urban areas.⁵⁹ According to the World Food Program (WFP), 26 percent of the population lives below the poverty line and 48 percent of the population lives on less than \$1 a day.⁶⁰ Despite steady economic growth in the last 5 years, in 2015 the Gross Domestic Product (GDP) shrank from 5.1 percent to 3.9 percent.⁶¹ Yet, Nicaragua however has made steady progress in macroeconomic stability. This

⁵⁷ <https://www.feedthefuture.gov/printpdf/78>

⁵⁸ <https://www.wfp.org/countries/nicaragua>

⁵⁹ <http://www.worldbank.org/en/country/nicaragua/overview>

⁶⁰ <http://www.worldbank.org/en/country/nicaragua/overview>

⁶¹ <http://www.worldbank.org/en/country/nicaragua/overview>

has allowed the country to shift from crisis control mode to long-term stability and poverty fighting mode.

Currently though, Nicaragua is in the midst of a drought with infrequent rains caused by El Niño. The drought has hit the Departments of Jinotega and Nueva Segovia hard leaving many families that rely on farming as their source of income with the inability to feed their children and leaving other families without a job. The South Caribbean Coast Autonomous Region (RACCS) is a semi-autonomous region, which is one of the poorest departments in the country. Basic amenities, such as clean water, sanitation, and health facilities are limited and road access to many villages is restricted.

Education Overview

School attendance has been steadily increasing. As of 2012, the net attendance for males was 71 percent and for females it was 69.5 percent.⁶² Youth literacy rates are close to 72 percent, where as in the RACCS they are as low as 60 percent.⁶³ Rural schools are typically multi-grade classes, with the teacher having completed no more than secondary school.

Nutrition Overview

There is a drastic difference between the rural and urban areas in Nicaragua. According to UNICEF, 21.7 percent of Nicaraguan children suffer from chronic malnutrition.⁶⁴ In rural areas chronic malnutrition is twice as high as in urban areas. There is limited education in rural areas on proper nutritional development for children. The traditional diet of rice, beans, and maize leaves many children undernourished. Sixty eight percent of the population residing in rural areas has access to clean drinking water and 37 percent has access to sanitation facilities. These numbers are shockingly low when compared to 97 percent of urban areas have access to clean water and 63 percent have access to sanitation facilities.

Currently the Government of Nicaragua (GoN) supplies commodities to approximately 85 percent of schools in Nicaragua for a school meal. GoN also supports the logistical movement of all food aid commodities from in country warehouse to schools in Nicaragua. GoN is currently offering a second meal to schools that are in departments running through the dry corridor. In fiscal years 2013/2014, USDA funded \$26.7 million in School Feeding Projects targeting the Departments of Estelí, Leon, Jinotega, and the South Caribbean Coast Autonomous Region. Continuation in Jinotega, the RACCS is preferred with starting work in the Department of Nueva Segovia.

⁶² http://www.unicef.org/infobycountry/nicaragua_statistics.html

⁶³ USDA/FAS Post Managua

⁶⁴ http://www.unicef.org/infobycountry/nicaragua_statistics.html

Programming Priorities

The GoN is close to assuming sole responsibility for supplying all schools in Nicaragua with commodities for use in school meals. The GoN is currently working on a five to ten year plan towards sustainability. It is important that the Applicant demonstrates how it will work closely with the GoN on a handover process to create long term sustainability for school feeding in Nicaragua. The Government of Nicaragua is very centralized, and centralized decision making process at times can lead to delays in program implementation. The Applicant will need to be able to address this challenge in its capacity building and sustainability plans.

In Nicaragua, the Departments of Jinotega, Nueva Segovia, and South Caribbean Coast Autonomous Region (RACCS) were selected because they have demonstrated a need for food assistance due to the drought, their lack of resources, high rates of malnutrition, and low rates of literacy. Project priorities are 1) strong focus on literacy. This should include activities that support improving literacy of school-age children such as training of teachers and school administrators in pedagogical skills, developing and providing improved instructional materials, and providing textbooks and other reading materials to participating schools. 2) Increasing the use of health and dietary practices. This priority should have a focus on appropriate activities in health, hygiene, and nutrition including, but not limited to, training, water and sanitation, and preventative health interventions such as de-worming. 3) Providing a school meal to school-age primary student, with a strong focus on child nutrition.

IX. Republic of Congo (Congo-Brazzaville)

Targeted Areas: All Regions

Country Context

The Republic of Congo (ROC), also known as Congo-Brazzaville, is a country located in West Central Africa. It is bordered by five countries: Gabon, Cameroon, the Central African Republic, the Democratic Republic of the Congo, and Angola. The political stability and development of hydrocarbon production made ROC the fourth largest oil producer in the Gulf of Guinea and provided the country with a relative prosperity despite the poor state of its infrastructure and public services and an unequal distribution of oil revenues. However, with declining production and drop in oil prices, ROC will need to seek ways to diversify its economy. Over half of the population is living below the poverty line. The poverty rate is much higher than in peer oil-exporting countries. The poverty rate remains high, and the Congo ranks 136th among 188 countries on the United Nations Human Development Index.

Although ROC is endowed with fertile land and abundant water supplies, the country's agriculture sector is underproductive, accounting for 3.3 percent of 2014 GDP. Agricultural development in ROC is handicapped by a poor internal transportation system, which impedes the development of an effective national urban food-supply system. Farmers lack access to

financing for seeds and equipment. The highest percentage of food insecure people (64 percent) can be found in the agricultural sector, which accounts for three-quarters of the country's total workforce.⁶⁵

Only two percent of the country's 10 million hectares of arable land are currently exploited; over 70 percent of all food needs in the country is imported, thus resulting in high food prices on the local market and huge dependence on the international markets. Congo is heavily endowed with natural resources such as oil, timber and minerals, coupled with favorable soil for agricultural production. However, successive waves of armed conflict for close to a decade left the agricultural infrastructure devastated and market access limited.

Education Overview

There is limited access to education in the ROC. Although education is free for students from six to 19 years old, families are often too poor to afford all the school fees and other education associated costs. Overall, opportunities to engage deeply in education are extremely limited, particularly for rural populations who are already cash-strapped.⁶⁶

The overall primary school enrolment rate was 52% (out of that 52% of children enrolled 49% of them were girls). Public education is theoretically free but in practice, expenses exist. Dropout rate stands at 29.7 percent

Nutrition Overview

Poverty, combined with dependency on imported food, makes access to nutritious foods and dietary diversification unaffordable for many people. Fourteen percent of households are food insecure; 30.5 percent of the population falls below the minimum level of dietary energy consumption; and 12 percent of women suffer from acute malnutrition, relatively unchanged from more than two decades ago. In rural areas, there is poor access to health care while for the rest of the country healthcare is out of the reach for the majority due to high costs and poor infrastructure.⁶⁷

More than one family in four has poor or limited consumption in two departments (Lekoumou and Plateaux) and more than 10 percent of families suffer from food insecurity in another three departments – Cuvette, Pool and Niari. Moderate and severe underweight stand at a 11 percent with a stunting rate of as high as 30 percent. Vitamin supplementation continues to be a problem, with no evidence of Vitamin A supplementation being distributed. The proportion of

⁶⁵ <https://www.wfp.org/stories/10-facts-about-hunger-democratic-republic-congo>

⁶⁶ <https://www.wfp.org/countries/congo>

⁶⁷ <https://www.wfp.org/countries/congo>

the population with an improved drinking water source is 21 percent and 17.8 percent for the proportion of population with an improved sanitation facility.

Programming Priorities

A strong proposal will address ways to strengthen nutritional education (e.g. nutrition training for teachers, students, community members) as the diet in most households, particularly in the departments of Leékoumou, Plateaux and Cuvette, is lacking in quality more so than quantity.

Given the high poverty throughout the ROC, school fees and associated costs are barriers to many students attending school. Competitive proposals are those that introduce innovative ways, such as collaborating with local communities and national government, to fund or reduce associated school fees and other school costs for students.

The McGovern-Dole program is the major US government food aid program in the Congo. The programming priority focus will be on all regions within the ROC. Any proposed proposal should provide school feeding and complementary education and nutrition related activities in support of the national school meals program.

APPENDIX C – Manual for the Use of Results Frameworks and Indicators

INTRODUCTION AND PURPOSE

This manual was developed to guide recipients in their use of results-oriented frameworks and performance indicators when applying for FAS food aid programs. The goal is to ensure that our integration and implementation of the Results-Oriented Management (ROM) system is transparent, easy to understand, and simple to apply. This policy applies to all entities and organizations that apply to FAS food aid programs.

FAS's adoption of the results-based approach in food aid is being used to strengthen the delivery of more efficient and effective food aid programs through a greater focus on results and accountability of taxpayer resources. This approach also provides a platform for more meaningful program evaluations and opportunities to learn what interventions are working well and why others may not. Increasing demands and resource constraints are perhaps some of the most compelling reasons for using a results-based approach in the management of food aid programs.

FAS expects to improve its ability to measure the impact of FAS food aid programs by: 1) clarifying program strategy; 2) identifying results we expect to achieve; 3) linking measurable indicators to results, and 4) mapping program objectives and results back to the agency's strategic plan. In turn, organizations will be expected to identify results that their project can achieve and verify that they have achieved them.

To this end, FAS has developed results frameworks and measurable indicators for McGovern-Dole. The frameworks are key tools in communicating the intent of FAS's food aid programs both internally and externally. Food aid frameworks are also used in support of the "whole of government" effort to coordinate across US Government agencies and focus the conversation on results, rather than process and activities.

This manual serves to define key ROM terminology and to explain McGovern-Dole -level results frameworks.

McGOVERN-DOLE RESULTS FRAMEWORK EXPLANATION

The McGovern-Dole International Food for Education and Child Nutrition Program legislation seeks to use the procurement of agricultural commodities and the provision of technical assistance to improve literacy and primary education of school-age children in developing countries. McGovern-Dole projects should involve indigenous institutions as well as local communities and governments in developing and implementing the programs to foster local capacity and leadership to achieve lasting results. McGovern-Dole legislation states that programs should be able to graduate from FAS assistance by building the capacity and commitment to manage and implement the project activities after the program terminates.

McGovern-Dole works to provide long-term benefits to its recipients and sustain the benefits to the education, enrollment, and school attendance of children within the target communities. In keeping with key goals of the legislation, the Food Assistance Division of FAS has developed two results frameworks, each of which depicts a development hypothesis or a theory about how the highest-level results (the strategic objectives) can be achieved based on a cause-and-effect logic. Each RF shows how the achievement of lower-level intermediate results (IRs) leads to the achievement of the next highest level of results, ultimately achieving the framework's strategic objectives (SO). These Program-Level Frameworks provide FAS and its partners with a strategy by which to design projects and assess their effectiveness in achieving McGovern-Dole's goals. FAS recognizes that within a particular country context, it may be necessary to address additional intermediate results (IR) that are not included in the Program-Level RFs. Similarly, a particular McGovern-Dole project may not need to address all the IRs in the program-level framework because certain IRs have either been addressed or are being addressed to an acceptable extent by the host government, local partners, or other donors. While results may be achieved over a period of years, FAS expects that the SOs of the two frameworks can begin to be achieved in whole or in part within a 4-6 year time period.

The two results frameworks for McGovern-Dole are:

- **RF 1: Literacy Results Framework:** The strategic objective of this framework is the *Improved Literacy of School-Age Children*. Achievement of this SO is dependent upon the achievement of three "result streams" related to *Improved Student Attendance*, *Improved Quality of Literacy Instruction*, and *Improved Attentiveness*.
- **RF 2: Health, Nutrition and Dietary Practices Results Framework:** The strategic objective of this framework is the *Increased Use of Health, Nutrition and Dietary Practices*, primarily by school age-children but also by those who influence school-age children's health and well-being, such as parents, families, and school staff. The achievement of the SO is intended to support the IR *Reduced Health-Related Absences* in RF 1. RF 2 is complementary to RF 1.

McGovern-Dole Results Framework #1

The strategic objective of this framework is the *Improved Literacy of School-Age Children*. In order to achieve this SO, children need to attend school regularly and consistently, to be alert and attentive in class, and to receive high-quality literacy education. This logic corresponds to

the three IRs leading up to the SO. These three IRs include *Increased Quality of Literacy Instruction*, *Improved Attentiveness*, and *Improved Student Attendance*. The achievement of each of these three results is based on a cause-and-effect logic of lower-level IRs being achieved. The following discussion will describe the logic behind each of the three ‘results streams.’

Results Stream 1: Improved Student Attendance

In order to improve school attendance rates, it is necessary to achieve a set of lower-level intermediate results, which include the following:

- *Increased Economic and Cultural Incentives (or Decreased Disincentives)* may be achieved by any number of activities that ease the economic burden of attending school for children or reduce cultural barriers to attendance by a particular group, such as girls or ethnic minorities. A major component of McGovern-Dole is school feeding, which provides meals and rations to students. As illustrated in the framework, *Increased Access to Food* through a school feeding program provides a strong incentive for children to attend school, especially girls. Other examples of incentives include subsidies for books or school uniforms, transportation to school, or a more flexible school year to accommodate the needs of the local community.
- *Reduced Health-Related Absences* is a necessary result for improving the consistency of attendance. If children increase their use of good health and dietary practices—such as hand washing after using latrines, drinking clean water, and eating a nutritious diet—then they will be less likely to be sick and thus absent from school. RF 2 provides a theory of change as to how the use of improved practices can be achieved.
- *Improved School Infrastructure* may be achieved through a wide array of infrastructure projects that could make attending school more practical, more enjoyable, and more acceptable for children. Some examples of this include building or repairing new schools, adding new classrooms, adding kitchens, or creating separate latrines for boys and girls.
- *Increased Student Enrollment* is typically a precursor to attendance, as children usually must be enrolled in order to attend class. In some instances, administrative paperwork, enrollment fees, or other factors can serve as barriers to enrollment. Overcoming such barriers to enrollment, along with the achievement of the other results on the same level in this stream of the RF, is expected to lead to increased attendance.
- *Increased Community Understanding of the Benefits of Education* is a necessary result for improving attendance, since the value and importance that parents and community leaders place on educating their children is an important factor in determining whether children attend school regularly. As such, activities that increase a community’s understanding of, and support for, primary school education should contribute to increased attendance rates.

Results Stream 2: Improved Quality of Literacy Instruction

In order to improve the quality of literacy instruction for school-age children, it is necessary to achieve a set of lower-level intermediate results that include:

- *More Consistent Teacher Attendance* is a necessary result for improving the quality of literacy instruction. Projects should seek to support activities and approaches that promote and incentivize consistent and punctual teacher attendance. Examples of this may include distributing take home rations, additional classroom supplies and awards to teachers that meet attendance and time in instruction project goals, as well as building teacher housing near schools in remote areas.
- *Better Access to School Supplies and Materials* is necessary for quality instruction, since without proper supplies such as paper, pencils, chalk, blackboards, desks, and books, teachers will be limited in how and what they can teach, and students will be limited in their ability to practice and learn new literacy skills.
- *Improved Literacy Instructional Materials* means that teachers have access to higher-quality tools for teaching literacy. Instructional materials may include a literacy curriculum, teacher guidelines, workbooks, pacing guides, and other supplemental teaching materials that use information and communication technology.
- *Increased Skills and Knowledge of Teachers* to effectively teach literacy to children of different skill levels is essential to improve the overall quality of instruction. This result could be achieved through a number of interventions such as enhanced pre-service, in-service, and distance trainings, mentoring, capacity building, and hiring practices that raise the minimum qualifications of teachers.
- *Increased Skills and Knowledge of School Administrators*, such as school principals or superintendents, will support the improved quality of literacy instruction by fostering an environment that promotes quality teaching and that is conducive to student learning and inclusive education. Examples of activities that could achieve this include training administrators how to evaluate literacy instruction and the quality of educational materials, increased collaboration with nearby schools, and enhancing the overall learning atmosphere by reducing pupil-teacher ratios or class sizes where possible.

Results Stream 3: Improved Attentiveness Stream

Hungry children typically have low levels of energy and are unable to concentrate and focus in the classroom. Through its traditional school feeding projects, McGovern-Dole seeks to increase access to food for children through provision of snacks, take-home rations, and meals. In doing so, it will reduce short-term hunger and subsequently improve attentiveness.

- *Increased Access to Food* is the result of the school feeding program. The purpose of the school feeding program, as illustrated in the RF, is to both reduce short-term hunger and to provide an incentive for students to attend school. This key component of McGovern-Dole supports the achievement of results in two results streams.

RF 1: Foundational Results

To increase the likelihood of achieving the SO and intermediate results, as well as the likelihood of sustaining those results after FAS assistance ends, a set of foundational results that are common to the two McGovern-Dole frameworks has been identified. The achievement of foundational results will help foster the capacity and commitment of the host government, local community groups, and other actors to support the achievement of other results in the framework and eventually graduate from FAS assistance.

Foundational results are defined by three characteristics: (a) they feed into one or more higher-level results, (b) they target critical actors or areas that increase the potential for lasting outcomes, and (c) causal relationships exist between some of the foundational results. In designing and implementing projects, partners are expected to incorporate foundational results into their projects as appropriate.

The foundational results are the following:

- *Increased Capacity of Government Institutions:* This refers to increased knowledge and skills of staff in local ministries and educational institutions to manage and administer activities in support of the results in the framework. Increased capacity also includes the development or attainment of the tools, methods, and procedures necessary to perform the activities.
- *Improved Policy and Regulatory Framework:* This result is focused on the development, implementation, and enforcement of policies and regulations that support the achievement of one or more results in the framework. These could include policies and regulations at the local, regional, or national level.
- *Increased Government Support:* This result refers to increased budgetary support, human resources (e.g., teachers, principals, health professionals, and administrators), and infrastructure (e.g., schools, classrooms, and equipment).
- *Increased Engagement of Local Organizations and Community Groups:* This result is about increasing the knowledge, skills, and opportunities of community members and groups (including parents, PTAs, community leaders, community organizations, and the private sector) to directly support the achievement of results in the framework.

McGovern-Dole Results Framework #2

The strategic objective of the second McGovern-Dole RF is the *Increased Use of Health, Nutrition and Dietary Practices*. This SO is aimed primarily at improving practices of school-age children, as well as those that can have a direct impact on children's health and diet, such as their parents, families, school cooks, and food handlers. The achievement of the SO is intended to link to RF 1 and supports the result *Reduced Health-Related Absences*. The achievement of the SO for RF 2 is predicated on the achievement of six intermediate results that are related to increasing the knowledge of various health, nutrition and dietary practices and increasing access to the inputs, such as clean water and preventative medicine that are necessary to engage in good health and dietary practices.

Intermediate Results

The intermediate results include the following:

- *Improved Knowledge of Health and Hygiene Practices:* A critical factor in changing behavior related to the use of good health and hygiene practices is to equip beneficiaries with the knowledge of good health and hygiene practices and an understanding of how the practices can reduce the spread of bacteria, viruses, and parasites that cause illness. Activities in support of this result might include training and information campaigns (posters, flyers, etc.) that promote practices like hand washing after using the bathroom, brushing one's teeth after meals, or visiting a doctor for an annual check-up.
- *Increased Knowledge of Safe Food Prep and Storage Practices:* This result seeks to increase cooks' and food handlers' knowledge of food borne illnesses as well as how good food preparation and storage practices (e.g., wiping down countertops and cooking and storing food at the appropriate temperatures) can prevent the transmission of food borne pathogens. Examples of activities to support this result could include training and the production of posters and checklists for display in food preparation and storage locations.
- *Increased Knowledge of Nutrition:* This result aims to increase knowledge and understanding of nutrition and healthy eating practices. The more informed that beneficiaries are about good nutrition, the more likely is it that they will be to eat a balanced and diverse diet with the right nutrients.
- *Increased Access to Clean Water and Sanitation Services:* In order to practice good health and hygiene, beneficiaries need access to clean water and sanitation services. Activities to support this result could include building and maintaining wells and latrines for children's use in targeted schools.
- *Increased Access to Preventative Health Interventions:* Access to preventative health interventions may include things such as access to check-ups with a health professional, access to preventative medicines, and access to basic health and hygiene supplies like toothpaste, toothbrushes, and soap. Examples of activities in support of this result may include the provision of health and hygiene products or making a doctor or nurse available at school.
- *Increased Access to Requisite Food Prep and Storage Tools and Equipment:* In order to practice good food preparation and storage practices, cooks and food handlers may need access to different types of equipment and supplies such as storage containers, ovens, refrigerators, sinks with clean running water, detergents, and cleaning products. Activities that make these available (for example, in a school kitchen) will help achieve this result.

RF 2: Foundational Results

To increase the likelihood of achieving the SO and intermediate results, as well as the likelihood of sustaining those results after FAS assistance ends, a set of foundational results that are common to the two McGovern-Dole frameworks has been identified. The achievement of foundational results will help foster the capacity and commitment of the host government, local community groups, and other actors to support the achievement of other results in the framework and eventually graduate from FAS assistance.

Foundational results are defined by three characteristics: (a) they feed into one or more higher-level results, (b) they target critical actors or areas that increase the potential for lasting outcomes, and (c) causal relationships exist between some of the foundational results. In designing and implementing projects, partners are expected to incorporate foundational results into their projects as appropriate.

The key foundational results are the following:

- *Increased Capacity of Government Institutions:* This refers to increased knowledge and skills of staff in local ministries and educational institutions in managing and administering activities in support of the results in the framework. Increased capacity also includes the development or attainment of the tools, methods, and procedures necessary to perform the activities.

Improved Policy and Regulatory Framework: This result is focused on the development, implementation, and enforcement of policies and regulations that support the achievement of one or more results in the framework. These could include policies and regulations at the local, regional, or national level.

Increased Government Support: This result refers to increased budgetary support, increased human resources (e.g., teachers, principals, health professionals, and administrators, etc.), and infrastructure (e.g., schools, classrooms, and equipment).

- *Increased Engagement of Local Organizations and Community Groups:* This result is about increasing the knowledge, skills, and opportunities of community members and groups (including parents, PTAs, community leaders, community organizations, and the private sector) to directly support the achievement of results in the framework.

McGovern Dole Foundational Results Matrix

The “Illustrative Examples of Foundational Results” matrix in Attachment A of this document shows how key results in the Literacy Results Framework (RF 1) can be directly supported and enhanced by the achievement of each of the foundational results. In the following table, foundational results are presented horizontally across the top of the page, and results from the main body of the RF are presented vertically. Where the two types of results intersect, a description of possible capacity that can be developed in support of the result is discussed along with a few examples of possible activities that an implementing partner could undertake to

build the capacity. The information presented in the following table is not meant to be exhaustive or prescriptive but rather to provide examples and ideas.

The following are definitions for the capacity building results:

- *Increased Capacity of Government Institutions:* This refers to increased knowledge and skills of staff in local and national government to manage and administer activities in support of the results. In addition, increased capacity also includes the development or attainment of the tools, methods, and procedures (i.e. inputs) necessary to perform the activities in support of the results.
- *Improved Policy and Regulatory Framework:* This result is focused on the development, implementation, and enforcement of policies and regulations that support the achievement of results in the framework. These could include policies and regulations at the local, regional, or national level.
- *Increased Government Support:* This result refers to increased budgetary support, human resources (e.g., teachers, principals, and administrators), and school infrastructure (e.g., schools, classrooms, and school equipment).
- *Increased Engagement of Local Organizations and Community Groups:* This result refers to increasing the knowledge, skills, and opportunities of communities (including parents, PTAs, community leaders, community organizations, and the private sector) to directly support the achievement of results in the framework.

STANDARD AND ILLUSTRATIVE INDICATORS

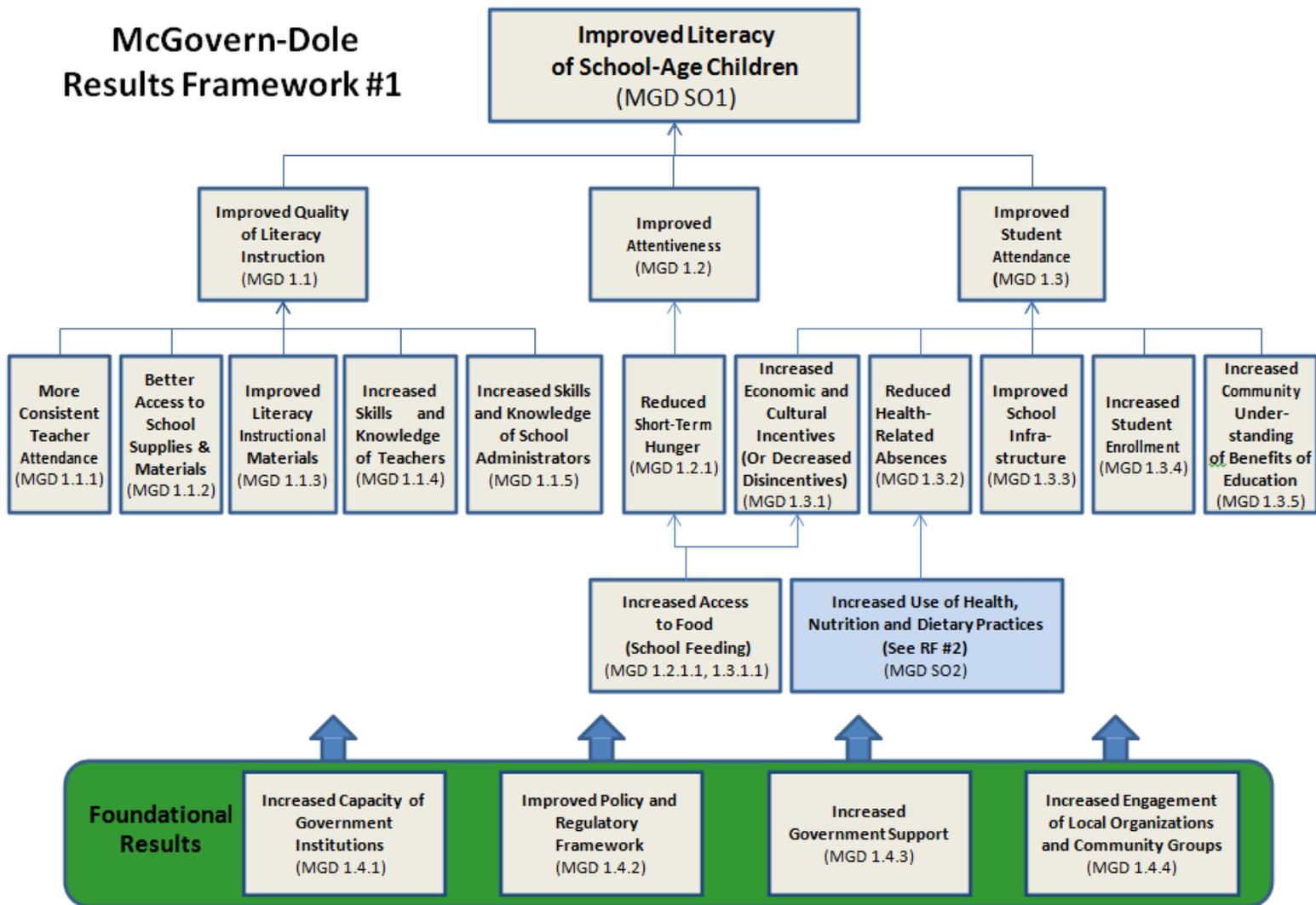
Standard Indicators

Program applicants are required to use the standard indicators developed by FAS when applying to McGovern-Dole. All projects are required to collect data against the standard set of indicators, if applicable. The standard indicators will allow FAS to report progress among all of its projects across results areas (i.e., literacy, good health and dietary practices, agricultural productivity and trade) or country specific achievements. The standard indicators are available online: [Guidance on Food Aid Program Standard Indicators](#).

Custom Indicators

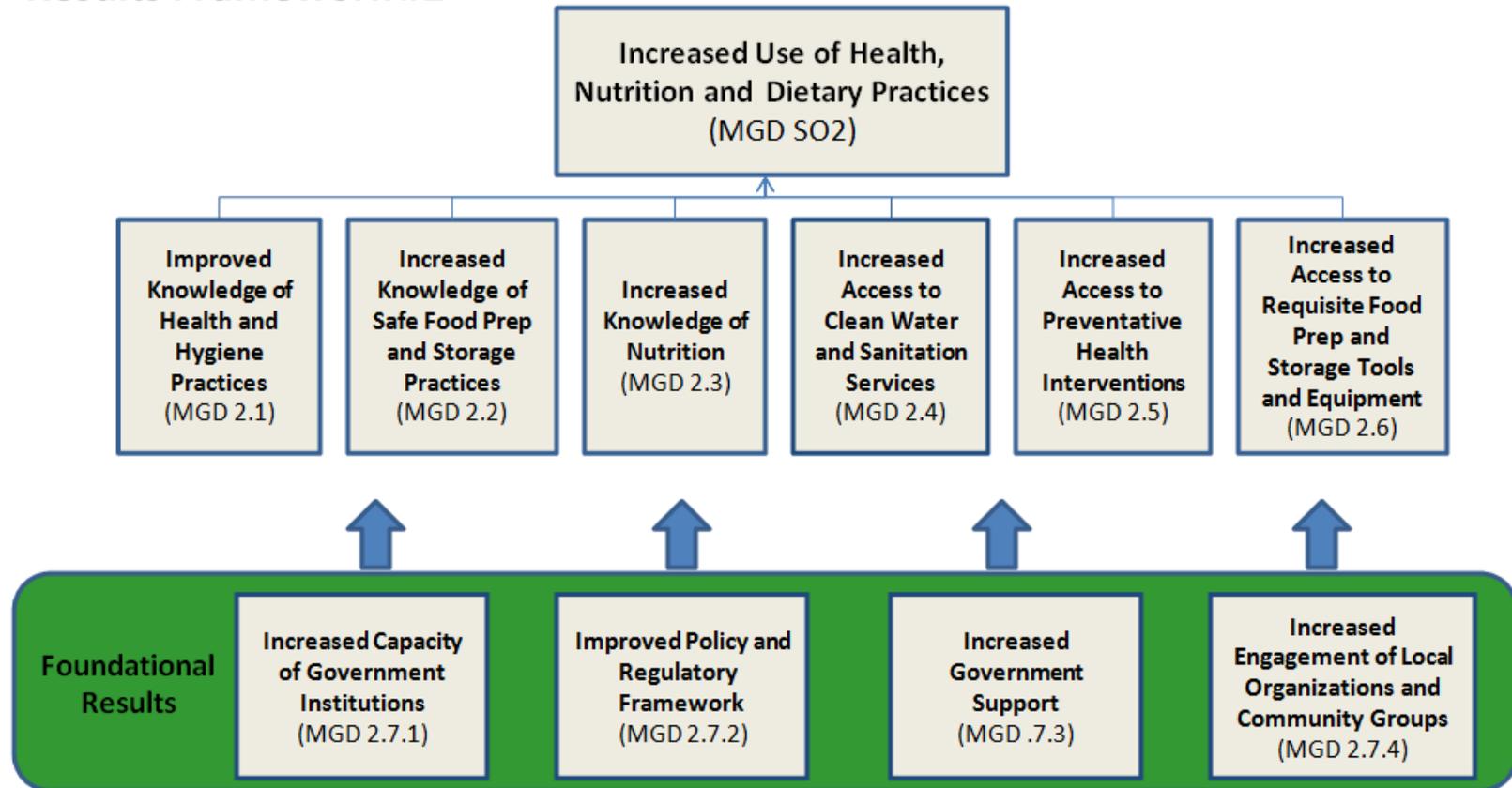
Applicants also may choose to develop custom indicators because the FAS standard indicators alone may not fully address all results. Applicants may design custom indicators using FAS's list of illustrative indicators as a guide. The illustrative indicator lists are intended to provide examples of indicators that implementing partners may use to track progress towards results.

McGovern-Dole Results Framework #1



A Note on Foundational Results: These results can feed into one or more higher-level results. Causal relationships sometimes exist between foundational results.

McGovern-Dole Results Framework #2



A Note on Foundational Results: These results can feed into one or more higher-level results. Causal relationships sometimes exist between foundational results.

Illustrative Examples of Foundational Results

Increased Capacity of Government Institutions

Improved Policy and Regulatory Framework

Increased Government Support

Increased Engagement of Local Organizations and Community Groups

More Consistent Teacher Attendance	<p>WHAT: Build local skills, knowledge and tools necessary to monitor teacher attendance and address constraints.</p> <p>HOW: Development of tools, processes and procedures for tracking and reporting; Assessments of constraints and plans to remove barriers/increase incentives.</p>	<p>WHAT: Support the development, implementation and enforcement of policies and regulations that lead to more consistent teacher attendance.</p> <p>HOW: Help school officials draft attendance policies for teachers, including reporting and enforcement procedures.</p>	<p>WHAT: Increase government support for teachers through increased teacher salaries, hiring of more teachers, providing improved benefits to teachers.</p> <p>HOW: Help school officials advocate for more teachers or for increases to teacher salaries.</p>	<p>WHAT: Increase ability of communities, including parents, PTAs, local community groups and the private sector to have an impact on the consistency of teacher attendance.</p> <p>HOW: Train as teacher's aids and/or substitute teachers; increase awareness of attendance through newsletters; empower communities to help address obstacles - e.g. housing, transport.</p>
Better Access to School Supplies and Materials	<p>WHAT: Build local skills, knowledge and tools to ensure students and teachers have the supplies and materials they need, such as books, paper, pencils, chalk, blackboards, etc.</p> <p>HOW: Developing tools and procedures for assessing needs and coordinating procurement and delivery of materials on a timely basis.</p>	<p>WHAT: Development of ministry policies and guidance regarding the minimum ratio of supplies in a classroom to teachers/or students.</p> <p>HOW: Work with school officials to analyze supply needs and build appropriate and practical policies.</p>	<p>WHAT: Increase in government funding for school supplies and materials.</p> <p>HOW: Helping school officials collect and analyze data on essential school supplies, so that they can advocate for increased budgetary support.</p>	<p>WHAT: Increase the capacity of the community to support the availability of classroom supplies and materials.</p> <p>HOW: Teach PTAs how to hold fundraising events and partner with and solicit donations from private companies and organizations.</p>
Improved Literacy Instructional Materials	<p>WHAT: Increase the capability of education staff (e.g. MOE) to revise or strengthen literacy instructional materials.</p> <p>HOW: Provide training to staff on curriculum development or partner with institutions to create supplemental teaching materials.</p>	<p>WHAT: Create or strengthen policies and guidance regarding the quality of literacy education, which would mandate improvements to literacy curricula and instructional materials.</p> <p>HOW: By providing technical support to ministry of education officials on international best practices for youth literacy education.</p>	<p>WHAT: Increases in the budget for development of literacy curriculum and/or the purchase of new books for teachers and students.</p> <p>HOW: Help MOE officials assess the cost to develop or procure the improved instructional material for a district, region or nation.</p>	<p>WHAT: Increase the ability of the community to advocate for improvements to literacy materials, including the curriculum.</p> <p>HOW: By holding town hall meetings to discuss changes to the curriculum and providing an opportunity for community input.</p>
Increased Skills and Knowledge of Teachers	<p>WHAT: Building the capacity of school administrators to provide training and support to teachers.</p> <p>HOW: By working with school administrators to develop teacher assessment tools or by collaborating with school officials to develop a training program for teaching basic literacy to children.</p>	<p>WHAT: Development and implementation of policies regarding the minimum qualifications and/or training required for teachers.</p> <p>HOW: Work with administrators to establish basic skill sets that teachers must have (hiring requirements) or must acquire through in-service training to teach literacy.</p>	<p>WHAT: Increase budgets for training teachers.</p> <p>HOW: Work with officials to assess the cost of training teachers, establishing a teacher training college, developing a new training curriculum, etc., so that they can include it in their budget requests.</p>	<p>WHAT: Increase the ability of communities to advocate for qualified teachers and support the needs of teachers to get the training they need.</p> <p>HOW: Train PTAs on how to advocate for better trained teachers and introduce them to fundraising techniques that they can use to raise money to support teacher training.</p>
Increased Skills and Knowledge of School Administrators	<p>WHAT: Building the capacity of school administrators to give principals and school managers the training and guidance they need to support effective literacy education programs.</p> <p>HOW: By training a cadre of district level school supervisors to be able to train school principals on methods for assessing the strengths of their schools' teachers and ways to coach them to improve.</p>	<p>WHAT: Development and implementation of policies regarding the minimum qualifications and/or training required for principals and school administrators.</p> <p>HOW: Work with ministry of education officials to establish basic skill sets that principals must have (hiring requirements) or must acquire through in-service training.</p>	<p>WHAT: Increase budgets for training principals and/or hiring more qualified principals</p> <p>HOW: Work with officials to assess the cost of training principals, developing a new training course for principals, etc., so that they can include it in their budget requests.</p>	<p>WHAT: Increase the ability of communities to advocate for qualified principals and support the needs of principals to get the training they need.</p> <p>HOW: Train PTAs on how to advocate for better trained principals and introduce them to fundraising techniques that they can use to raise money to support the skills development of principals in their schools.</p>

Illustrative Examples of Foundational Results

	Increased Capacity of Government Institutions	Improved Policy and Regulatory Framework	Increased Government Support	Increased Engagement of Local Organizations and Community Groups
Reduced Short Term Hunger	<p>WHAT: Building the operational and administrative capacity of local partners and/or government to carry out a school feeding program.</p> <p>HOW: Activities may include providing technical assistance to equip local institutions with the skills, tools, and procedures necessary to implement a school feeding program. Development of school feeding plan, procurement procedures, quality control guidelines, financial management tools, etc.</p>	<p>WHAT: Development and implementation of school feeding policy and regulations.</p> <p>HOW: Assistance to draft ration and meal timing guidelines, guidance on targeting programs to areas with highest potential impact on attendance and enrollment, etc.</p>	<p>WHAT: Increasing government resources to provide school-aged children with food.</p> <p>HOW: This may include providing technical assistance to develop budget projections and staffing requirements necessary to carry out school feeding programs in targeted areas.</p>	<p>WHAT: Increase the ability of communities to advocate for and support school feeding programs.</p> <p>HOW: Help establish opportunities for local purchase or donation of food by communities to support the school feeding program.</p>
Increased Economic and Cultural Incentives (or Decreased Disincentives)	<p>WHAT: Building the capacity of local organizations and/or government to provide incentives for school-aged children to attend school.</p> <p>HOW: Providing assistance to conduct assessments of economic and cultural constraints to attendance and develop plans to remove barriers/increase incentives.</p>	<p>WHAT: Development and implementation of policies and guidance that address certain constraints to attendance or to provide incentives for school-aged children to attend school.</p> <p>HOW: This may include assisting the development of government policies/regulations that incentivize attendance or address barriers to non-attendance.</p>	<p>WHAT: Increasing government resources to increase incentives or decrease disincentives for school-aged children to attend school.</p> <p>HOW: Supporting the Ministry of Education or local school authorities to develop budgets that include components that address cultural and economic issues that impact attendance. For example, increasing facilities for female students, providing subsidies for transportation to school, etc.</p>	<p>WHAT: Increase the ability of communities to advocate for and support programs and policies that address barriers to attendance.</p> <p>HOW: Creating forums for parents, communities, and school administrators to discuss barriers to attendance and to develop solutions for overcoming them.</p>
Reduced Health-related Absences*	<p>WHAT: Building the capacity of local communities and/or government to implement programs and activities that support good health and dietary practices.</p> <p>HOW: Develop the capacity of local staff to carry out training on health, hygiene, and nutrition education. Train cooks and food handlers on safe food preparation and storage practices. Provide technical assistance to train ministry staff on procuring and distributing preventative health treatments (mosquito nets, malaria pills, vitamin supplements, etc.).</p>	<p>WHAT: Development and implementation of policies and guidance aimed at reducing the risk of illness for school-aged children.</p> <p>HOW: Provide technical assistance to draft policies and guidance regarding disease vaccinations, water quality in schools, safe food preparation and storage practices for school feeding programs, etc.</p>	<p>WHAT: Increasing government resources to implement programs and activities that support good health and dietary practices.</p> <p>HOW: Provide assistance to government to assess the financial and human resource requirements of implementing good health, hygiene, and dietary programs.</p>	<p>WHAT: Increase the ability of communities to advocate for and support health initiatives, particularly as they relate to school aged-children.</p> <p>HOW: This may include training parents and PTAs in WASH techniques, safe food prep and storage practices, etc. This may also include increasing communities' ability to mobilize and advocate for the procurement and use of preventative measures such as bed nets, malaria pills, etc.</p>
Improved School Infrastructure	<p>WHAT: Building the capacity of local communities and/or government to build and repair school infrastructure.</p> <p>HOW: This may include providing assistance to local officials to develop school maintenance plans. Activities to inform the plan may include a needs assessment, an inventory of the materials needed and resources available, etc.</p>	<p>WHAT: Development and implementation of policies or codes for school infrastructure.</p> <p>HOW: This may include providing assistance to the MOE or local government to develop regulations regarding basic school infrastructure requirements such as separate latrines for girls and boys in schools, running water, kitchens for food preparation, etc.</p>	<p>WHAT: Increasing government resources for building and repairing school infrastructure.</p> <p>HOW: Providing technical assistance to assist ministry officials in assessing the financial and human resource requirements of school construction or repair needs for a district, region or nationally.</p>	<p>WHAT: Increase the ability of communities to advocate for and engage in repairs and building of school infrastructure.</p> <p>HOW: This may include facilitation of joint meetings between government officials and the community to identify infrastructural needs and develop plans to carry out the development or repairs.</p>
Increased Student Enrollment	<p>WHAT: Building the capacity of local organizations and/or government to improve enrollment policies and procedures.</p> <p>HOW: Technical assistance to help conduct assessments of constraints to attendance and to develop strategies to remove enrollment barriers. This may also include providing training and developing materials for school administrators to carry out enrollment campaigns.</p>	<p>WHAT: Development and implementation of policies and guidance aimed at increasing enrollment in school.</p> <p>HOW: Provide assistance to the local or national government to develop laws mandating primary school enrollment for certain age groups, laws that allow for enrollment fee or uniform subsidies for qualifying students, etc.</p>	<p>WHAT: Increasing government resources for efforts aimed at increasing student enrollment, such as enrollment campaigns, enrollment fee or uniform subsidies for qualifying students, etc.</p> <p>HOW: Provide assistance to assess the costs associated with the activities necessary to increase enrollment.</p>	<p>WHAT: Increase the ability of communities to advocate for and engage in enrollment efforts.</p> <p>HOW: This may include holding meetings with parents to explain the enrollment process and the subsidies available to them, involving PTAs in enrollment campaigns, etc. This may also include providing training and developing materials for PTAs to carry out enrollment campaigns.</p>
Increased Community Understanding of the Benefits of Education	<p>WHAT: Building the capacity of government and local organizations to effectively engage communities on the importance and benefits of primary school education for children.</p> <p>HOW: Providing training for school administrators on how to develop and implement a communication and outreach strategy focused on the benefits of education. Provide assistance developing communication materials (e.g. posters, presentations, flyers, newsletters, etc.).</p>	<p>WHAT: Development and implementation of policies and guidance aimed at increasing community understanding and buy-in for primary education.</p> <p>HOW: Provide assistance to develop policies and guidance for school administrators to establish and implement community outreach plans.</p>	<p>WHAT: This includes increased government resources for activities and materials aimed at increasing community members' understanding of the benefits of education.</p> <p>HOW: Providing technical assistance to help assess the costs associated with developing and implementing a communication and outreach plans.</p>	<p>WHAT: Increase the ability of communities to advocate for and engage in education promotion.</p> <p>HOW: This may include assisting PTAs or other local organizations to raise awareness of the importance of education in the broader community. This may involve assisting with developing presentations or printed materials, mobilizing audiences, conducting town hall meetings, etc.</p>

*Note- The highest level result of Result Framework 2 (RF2)-(Increased Use of Good Health and Dietary Practices) contributes to reduced health-related absences. Therefore, elements of RF2 reflected in this row of the matrix.

APPENDIX E – Performance Indicators Illustration

Project Title: McGovern Dole Project Country X				Proposed Start: September 30, 2017			Proposed Project End: September 30, 2022			
Indicators				Baseline	Targets					
Number	Result	Performance Indicator	Standard or Custom		Year 1	Year 2	Year 3	Year 4	Year 5	Life of Project
					October 1, 2017- September 30, 2018	October 1, 2018 - September 30, 2019	October 1, 2019 - September 30, 2020	October 1, 2020 - September 30, 2021	October 1, 2021 - September 30, 2022	
Results										
1	SO 1	Number of individuals benefiting directly from USDA-funded interventions	Standard #27	0	175,000	175,000	362,000	362,000	n/a	362,000
2	SO 1	Number of individuals benefiting indirectly from USDA-funded interventions	Standard #28	0	820,000	820,000	1,708,000	1,708,000	n/a	1,708,000
3	SO 1	Percent of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Standard #26	45%	45%	70%	60%	70%	n/a	70%
4	MGD 1.1.2	Number of students regularly (80%) attending USDA supported classrooms/schools	Standard #1	145,000	140,000	140,000	290,000	290,000	n/a	290,000
5	MGD 1.1.4	Number of textbooks and other teaching and learning materials provided as a result of USDA assistance	Standard #2	0	1250	0	2250	0	n/a	3500
6	MGD 1.1.1	Percent of teachers in target schools who attend and teach at least 90 percent of the scheduled school days	Custom	75%	75%	85%	85%	90%	n/a	90%
7	MGD 1.3.2	Percent of students who report a decrease in health-related absences	Custom	0%	5%	10%	20%	20%	n/a	20%
...										
Activities										
1	Provide Fuel Efficient Stoves	Number of fuel efficient stoves provided as a result of USDA assistance	Custom	0	75	35	0	0	n/a	110
2	Capacity Building: National Level	Number of Ministry Officials participating in round table discussion on improved school feeding programs	Custom	0	25	25	50	50	n/a	50
3	Establish libraries	Number of school libraries established as a result of USDA assistance	Custom	0	50	50	50	0	n/a	150

APPENDIX F - Instructions for Submitting Proposals in the Food Aid Information System

The Food Aid Information System is an integrated information system that the Food Assistance Division (FAS) of the USDA's Foreign Agricultural Service manages and administers its food aid programs and interacts with its strategic food aid partners, both within and outside the U.S. government. The Proposal Management process includes the solicitation of food aid proposals, with proposal submission by Recipients (PP); and proposal evaluation, scoring, and approval operated by the FAD.

These guidelines are intended to assist the preparer in submitting a food aid proposal in the McGovern-Dole Program as required by [7 C.F.R. Sec. 1599.13](#). All proposals will be submitted through the FAIS. Participants are required to monitor their own progress toward creating and recording data into their proposal. It is important for all Recipients to submit proposals within the appropriate deadline by completing all applicable sections and verifying all numbers. If applicants have any questions, please seek assistance and send an email to ppded@fas.usda.gov. Below, applicants will find a step-by-step guidance for submitting the proposal in FAIS.

The following instructions use hypothetical examples and are not indicative of one particular country, program, or participating partner. It is intended for instructional purposes only. Appropriate screenshots have been included in the manual to aid the user in understanding the functional navigation. A brief orientation of the layout and design of the FAIS interface is provided below.

Important: Applicants should always save their work! If there is no activity by the user, FAIS will time out after approximately 25 minutes.

SECTION 1: REGISTERING FOR AN eAUTHENTICATION ACCOUNT IN FAIS

An eAuthentication account is the primary way for Recipients to interact with USDA websites. This account gives applicants the ability to identify oneself to the USDA via the User ID and password, and it allows access to FAIS as well as a wide range of other applications across the many USDA agencies and their services. Note: If applicants already have an eAuthentication account and are associated with a particular Recipient or PVO, he or she may proceed to login to FAIS.

1. To register, go to <https://identitymanager.eems.usda.gov/registration/index.aspx>
2. Click on Register for a *Level 1 Account*. Applicants do not need to register for Level 2 Access, nor an Internal Account. Additionally, there is no need to come to the USDA to confirm the account.

USDA United States Department of Agriculture
USDA eAuthentication

Home About eAuthentication Help Contact Us Find an LRA

You are here: eAuthentication > Account Creation

Create an Account - Getting Started

USDA Federal Employees, Contractors, & Affiliates

If you are a USDA Federal Employee, Contractor, or Affiliate of the USDA, you must register for a USDA Internal Account.

[Register for an Internal Account](#)

USDA Customers - What Level of Access Do You Need?

Request Level 1 Access to:

- Visit a USDA web page that indicates a Level 1 account is necessary
- Obtain general information about the USDA or its agencies
- Participate in public surveys for a USDA agency

[Register for a Level 1 Account](#)

Request Level 2 Access to:

- Submit official business transactions via the Internet
- Enter into a contract with the USDA
- Submit forms or applications for the USDA via the Internet

[Register for a Level 2 Account](#)

Changing from Level 1 Access to Level 2 Access

If you already have a Level 1 account and require Level 2 access:

- [Log into your profile](#)
- Fill in and submit the required information
- Visit your Local Registration Authority (LRA)

[Log into Your Profile](#)

eAuthentication Home | USDA.gov | Site Map
Accessibility Statement | Privacy Policy | Non-Discrimination Statement | USA.gov

- Once Applicants fill out the necessary information, including a username and password, he or she will receive an e-mail from FAS confirming the creation of the account.
- Once Applicants have their eAuthentication account established with the username and password, they should go to the FAIS website: <https://www.eauth.usda.gov/Login/login.aspx>

Home About eAuthentication Help Contact Us Find an LRA

You are here: eAuthentication Home > eAuthentication Login

eAuthentication Login

LincPass (PIV) ?

CLICK HERE TO
LOG IN
WITH YOUR
LincPass (PIV)

User ID & Password ?

User ID:

Password:

[I forgot my User ID | Password](#)

[REGISTER](#) [LOGIN](#)

[Change my Password](#)

- After Applicants login, they will be required to complete a one-time registration in FAIS. The system displays "Create New FAIS Account" screen, which will display the username. Please select *Recipient* as the organization type. All other selections for for U.S.

government personnel only. For Level 1 applicants, the *PIN* and *Confirm PIN* fields will be enabled as part of your eAuthentication, and you must have it to login to FAIS. The Pin should be a minimum of six digits..

You are registered with USDA EAuthentication. To access the FAIS, you are required to confirm to create a new FAIS account.

Account Information

User name:
Last name:
First name:
Email address:

Organization

Organization Type: 
Pin:
Confirm Pin:

User has to select Organization Type as "Program Participant"

Based on E Authentication Level. PIN & Confirm Pin will be Enabled or Disabled

Organization

Organization Type: 
Pin:
Confirm Pin:

- <Select>
- Food Aid Division
- Monitoring & Evaluation Staff
- Office of Country & Regional Affair
- Office of Deputy Administrator
- Office of General Counsel
- Office of Global Analysis
- PCP
- POST
- Program Participant**
- State Department
- US AID

- Next, Applicants will be brought to the FAIS User Registration page. The eAuthentication details will be automatically generated in the cells. In the following *Organization Details* page, applicants must complete the following information:

FAIS User Registration

INSTRUCTIONS 

E-Authentication Details

User name:
First name:
Last name:
Email address:

Organization Details

PP Organization Type: 
PP Organization: 
Organization Name:
Short Name:
Address Type:

- **Select PP Organization** from the drop-down list. If applicants are associated with a foreign government, or the World Food Program, select *Government* or *World Food Program* respectively. All other recipients, including PVOs, NGOs, etc. must register as a *Recipient*
- **Select Organization** – This list will be automatically generated based on the *PP Organization Type* selection.
- **Select Address Type** – After a proposal creator selects the address type, either *Main* or *Branch*, the field will be automatically populated with the organization’s address

Organization Details

PP Organization Type <Select>
 PP Organization <Select>
 Organization Name FAD Legacy Other OrganizationType
 Short Name Government
 Address Type Program Participant
 World Food Program

Organization Details

PP Organization Type Program Participant
 PP Organization Test Participant Organization
 Organization Name Test Participant Organizat
 Short Name Test
 Address Type Main
 Address Line 1 Address Line 1
 Address Line 2 Address Line 2
 City Washington
 State/Province D.C.
 Country United States
 Zip Code 00000
 Email Address Applicant Email Address
 Phone Number (000) 000-0000
 Is Faith Based?
 Is Community Based?

7. **Requested Roles:** For creating and producing proposals, the minimum FAIS permission levels required are *Recipient Proposal Contributor* or *Recipient Proposal Creator*. For those persons who are Program Administrators, they must also select the *Recipient Administrator* box. Applicants may also request other FAIS permissions depending on the organization’s needs. For these requests, please detail these requests in the comments section. The level of permissions requested will be authorized by the FAD staff.

Requested Roles

Program Participant Agreement Contributor (Work on One or More Assigned Sections of an Agreement)
 Program Participant Agreement Executor (Manage Agreement Negotiation with FAD Branch)
 Program Participant Proposal Contributor (Work on One or More Assigned Sections of a Proposal)
 Program Participant Proposal Creator (Manage Proposal Creation and Submission to Participant Director)
 Program Participant Director (Submit Proposals; Negotiate Agreement with FAD Branch)
 Program Participant Administrator (Manage Organization Details; Grant / Revoke Participant User Access)

8. Next, refer to the following cells for the **Personal Details** section:

- **Title:** Mr./Mrs./Ms. etc.; Mandatory
- **Position:** Designation in the organization, e.g. Manager, Program Analyst; Mandatory
- **Phone Number:** Mandatory
- **Phone Extension:** Not Mandatory
- **Fax:** Not Mandatory
- **Email Alerts:** Check this box if e-mail alerts are preferred whenever any workflow action (i.e. submit, request modification) are sought on any process in FAIS; Encouraged
- **FAIS Alerts:** Check this box if system alerts are preferred whenever any workflow action (i.e. submit, request modification) are sought on any process in FAIS; Encouraged
- **Requested Comments:** Please add comments that details which requested roles wanted for the FAIS account; Not Mandatory

Personal Details

Salutation

Position

Phone

Phone Extension

Fax

Email Alerts?

FAIS Alerts?

Requestor Comments

For Users with Unregistered Organizations

If the applicant's organization is not yet registered, please download and fill out the Organization Registration Form, located on the FAIS homepage. Once completed, please attach the file in an Email and send to ppded@fas.usda.gov with the subject line: *Request to Register New Organization*. A FAD Analyst will create the organization record in FAIS, and will notify the applicant once completed so they may select their organization.

Activation of the Account

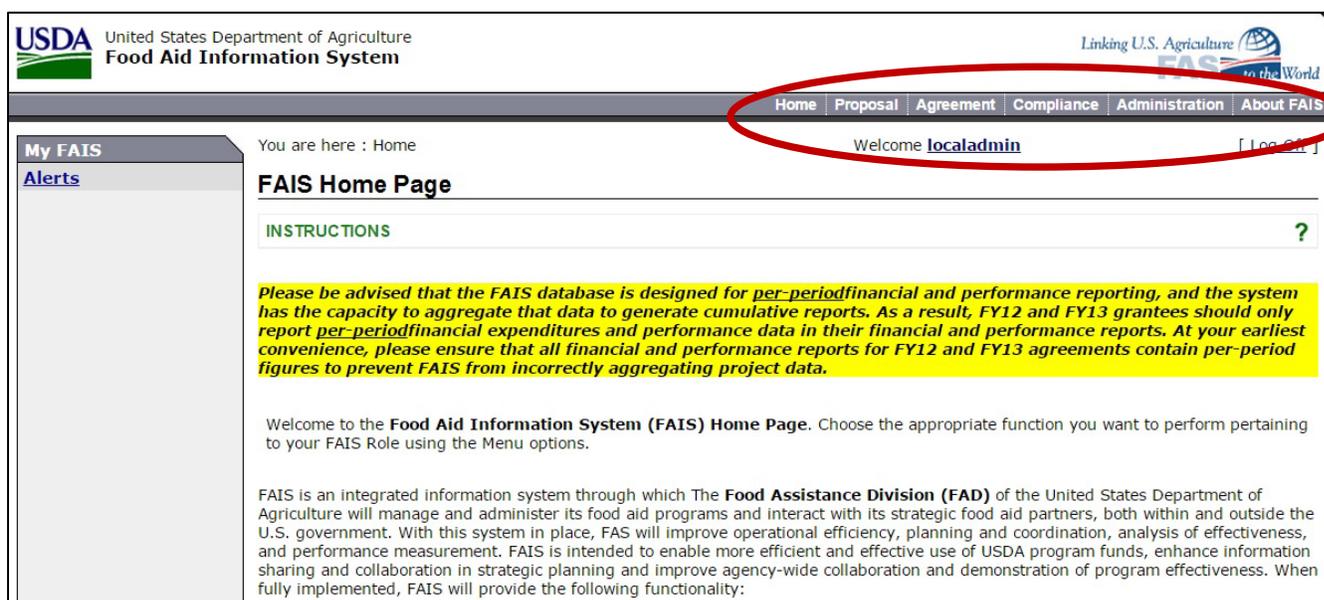
After successfully registers, the Applicant will see the following message below regarding the activation of the account. FAD will also receive a notification that a new user has registered, and will approve the account.



Once approved, applicants will be able to login with their respective username and password and will be taken to the FAIS homepage.

FAIS Homepage

Once the Applicant is logged in, he or she is taken to the FAIS homepage. Here, users will find links pertaining to the food aid solicitation, this training manual for Recipients as well as other relevant documents. Please refer to the links and save the files as necessary.



A sitemap index with links is provided horizontally across the top of each page below the menu bar. These links will help in navigating through the hierarchies of each element and to keep track of locations within FAIS. The homepage consists of the following column headings:

- **Home** – This link takes the applicant to the FAIS homepage
- **Proposal** – All proposal and solicitation actions can be found here. This section is explained in greater detail below
- **Agreement** – Database of every agreement associated to the organization
- **Compliance** – Links to the database of the organization’s Monitoring and Evaluation (M&E) reports and other compliance-related actions
- **About FAIS** – Information regarding FAIS including new system enhancements and data releases

In addition, brief instructions are provided on each screen in a green box as shown below. The instructions describe the mechanics of viewing and editing the screens and defined the data fields. Important business rules that must be followed are also included, where appropriate.

FAIS Home Page

INSTRUCTIONS X

Welcome to the Food Aid Information System (FAIS) homepage. This page contains the following information:

- **ANNOUNCEMENTS:** This section consists of several parts:
 - **Overview** of the full FAIS functionality.
 - **How to use FAIS:** Describes the need to register as a FAIS user, and the need to belong to a registered organization.
 - **Recent Updates:** The complete FAIS functionality will be delivered in multiple releases. This section provides an overview of the functionality and enhancements delivered to date.
 - **FAIS Support:** Describes the process for seeking technical support.
- **FOR PROGRAM PARTICIPANT USERS:** Provides links to the **Training Material** and the **User Manual** pertaining to the Program Participant users. Please click on any link and save the file to your computer.
- **FOR NON-PROGRAM PARTICIPANT USERS:** Provides links to the **Training Material** and the **User Manual** pertaining to Non-Program Participant users. Please click on any link and save the file to your computer.

- Text Edit | Html Edit -

Please be advised that the FAIS database is designed for per-period financial and performance reporting, and the system has the capacity to aggregate that data to generate cumulative reports. As a result, FY12 and FY13 grantees should only report per-period financial expenditures and performance data in their financial and performance reports. At your earliest

Important: In FAIS, the system displays a list of validation errors (if any) in red if there are issues with the data the applicant submits. FAIS will not commit the workflow action until the user fixes all validation errors. An example error message:

◦ The Proposal Contributor field is required for each section

SECTION 2: CREATING A PROPOSAL IN FAIS

To begin creating the organization’s food aid proposal, click on the *Solicitation* icon that is located under the *Proposal* tab. The next screen displays the list of solicitations. If the current solicitation year is not displayed, the applicant can find the current program solicitations by searching by *Fiscal Year* and *Program Type*.

Linking U.S. Agriculture to the World

Home Proposal Agreement Compliance Administration About FAIS

Solicitation Proposal [Log Off]

- **Start and End Dates:** Period for accepting proposals against that solicitation
- **Anticipated Award Date:** A proposal submitted against a solicitation should specify a project start date after the Anticipated Award Date

Solicitation List

INSTRUCTIONS ?

Solicitation Search Criteria

Program Type: All

Fiscal Year: 2016 TO 2016

Status: Published

Search

List of Solicitations

ID	Short Description	Fiscal Year	Type	Solicitation Period	Ant. Award Date	Status	Action
17	FY16 FFPr Solicitation	2016	FFPr	04/16/2015 - 10/16/2015	11/16/2015	Published	View
18	FY16 MGD Solicitation	2016	MGD	04/16/2015 - 10/16/2015	11/16/2015	Published	View

Showing 1 to 2 of 2 entries

Filter all columns:

Click on the *View* link for the MCGOVERN-DOLE PROGRAM solicitation for which applicants will create a proposal. This is found under the *Action* column.

The following page allows both a *Recipient Director* and *Recipient Proposal Creator* to view a solicitation and to create a proposal for that solicitation. If applicants have *Proposal Contributor* permission levels only, they cannot create a proposal. In this example, the 2016 Food for Education solicitation has been selected. The solicitation information listed below will be based on the award type. Click *Create Online Proposal* to generate a proposal template which the proposal creator will submit once completed.

You are here : [Home](#) > [Proposal](#) > Proposal Creation

Welcome **localadmin** [[Log Off](#)]

Create Proposal

INSTRUCTIONS ?

Search and Select Solicitation

Fiscal Year: 2016

Program Type: MGD - Food For Education

Solicitation: FY16 MGD Solicitation

[View Solicitation](#) [Create Online Proposal](#)

Front Page [Home Page](#)

Once created, the proposal record is archived as *In Progress* in the FAIS system. After the applicant logs off, he or she can return to the proposal and work on it at any time. To find it, click on the *Proposal* tab located in the drop-down menu and select *Proposal*.

Linking U.S. Agriculture 

Home **Proposal** Agreement Compliance Administration About FAIS

Solicitation

Proposal

[[Log Off](#)]

Applicants can then search for each created proposal affiliated with the proposal. Click on the *Proposal #* to access the proposal and continue the submission process.

Proposal List

INSTRUCTIONS ?

Search Information

Organization:

Fiscal Year:

Program Type:

Country:

List of Proposals

Proposal #	Program Type	Fiscal Year	Proposal Status	PP Creator	Solicitation #	Country	Submit Type	Organization	Contributors	Action
2016-0004	MGD	2016	In Progress	Name of Proposal Creator	ID #	To Be Decided	Online	Your organization	Every Assigned Contributor will be displayed here	Delete

Showing 1 to 1 of 1 entries Filter all columns:



My FAIS

A left panel titled *My FAIS* displays information describing the applicant's proposal:

- The **Alerts** link displays a database of past FAIS-program actions that transpired to the organization
- **Proposal #** - Proposal identification automatically generated in FAIS
- **Organization** – The name of the organization submitting the proposal
- **Solicitation ID** – This is program number associated with the proposal
- **Fiscal Year** – Proposal year
- **Status** – All unsubmitted proposals will be labeled *In Progress*. This status will change once the proposal is submitted in FAIS
- **Country** – This section will be labeled with the country or region and is entered in the *Introduction* section of the proposal

My FAIS

Alerts

- Proposal #: 2016-0003
- Organization: Your Organization
- Solicitation ID: 18
- Program Type: MGD
- Fiscal Year: 2016
- Status: In Progress
- Country: To Be Decided

Data Navigation

This section provides links to the various sections necessary to complete the proposal. All other functions are arranged as menu items under several menus, access to which is governed by FAIS Roles. Each proposal section is highlighted in greater detail throughout this document. In *Data Navigation*, the following links are displayed:

1. **Print Proposal** – This is the display to which the proposal will be viewed by the reviewers, all information, including links to attachments will be displayed
2. **Download Proposal** – This function downloads the entire proposal as a HTML file. In viewing the proposal, it is recommended to use the *Print Proposal* function instead
3. **Download Proposal Attachments** – This downloads all uploaded documents into a single zip-file
4. **View Proposal Assignment** – This page displays a read-only view of the proposal assignments; i.e., the Proposal Creator and the Proposal Contributor assigned to each proposal section. Applicants cannot make any changes in any of the *View* links
5. **View Applicant Details** - Shows the applicant details in a read-only mode.
6. **View Introduction** – Shows the Introduction in a read-only mode.
7. **View Commodity** - Shows the Commodity section in a read-only mode
8. **View Result** – Shows the results, activities, and the mapping sections in a read-only mode
9. **View PVO Budget** - This page shows the Budget narrative in a read-only mode
10. **Download Budget** – This function was utilized for previous years' budget proposals and is no longer used in FAIS. Refer to the budget guidelines for more information

The following links require data entry:

11. **Proposal Summary** – This is the homepage of the specific proposal where applicants are able to upload attachments and submit for review
12. **Proposal Assignment** – The page where roles are assigned to each of the proposal sections
13. **Applicant Details** - This page where primary applicants of the organization are assigned as contacts for the proposal
14. **Introduction** –Where program dates are selected in addition to country determination key personnel
15. **Results** – This page is for entering the Results, Activities, and Activity Mapping.
16. **Commodity** – This page is for submitting commodity selection and detailed commodity logistics
17. **PVO Budget** – Displays the section to submit the budget narrative

There are multiple sections in each link which require data entry in addition to uploading required attachments. These sections are detailed below.

My FAIS

Alerts

- Proposal #: 2016-0004
- Organization: Your Organization
- Solicitation ID: 18
- Program Type: MGD or FFP
- Fiscal Year: 2016
- Status: In Progress
- Country: To Be Decided

Data Navigation

- 1 ◦ Print Proposal
- 2 ◦ Download Proposal
- 3 ◦ Download Proposal Attachments
- 4 ◦ View Proposal Assignment
- 5 ◦ View Applicant Details
- 6 ◦ View Introduction
- 7 ◦ View Commodity
- 8 ◦ View Result
- 9 ◦ View PVO Budget
- 10 ◦ Download Budget
- 11 ◦ Proposal Summary
- 12 ◦ Proposal Assignment
- 13 ◦ Applicant Details
- 14 ◦ Introduction
- 15 ◦ Result
- 16 ◦ Commodity
- 17 ◦ PVO Budget

SECTION 3: PROPOSAL SUMMARY

This section is the homepage of the applicant's proposal. This page displays:

- **Proposal Information** - Basic proposal information related to the organization
- **Proposal Section Details** – Staff assigned as the *PP Creator* (Proposal Manager) and the various section *Contributors* (Authors). Only one *PP Creator* may be assigned to a proposal, and one *Contributor* may be assigned to a given section. One person may be assigned multiple sections, or as a *PP Creator* and *PP Contributor*
- **Proposal Workflow History** – Shows each proposal review event
- **Workflow Actions** – Shows the actions that can be executed based on the proposal status
- **Attachments** – Link for uploading all of the proposal attachments (Refer to the Attachments portion of this document)

All proposal assignments will be displayed in this section, including changes to proposal contributor contacts and any workflow history that occurred, when a section is submitted for review.

The screenshot shows the 'Proposal Summary' page. At the top, there is a breadcrumb trail: 'You are here : Home > Proposal > Proposal Summary' and a user greeting: 'Welcome localadmin [Log Off]'. Below this is the 'Proposal Summary' title and an 'INSTRUCTIONS' link with a question mark. There are two tabs: 'Proposal Summary' (selected) and 'Attachments'. The 'Proposal Information' section contains several input fields: Organization (Your organization), Solicitation ID (ID #), Proposal Number (2016-0005), Program Type (MGD or FFP), Status (In Progress), and Country (To Be Decided). Below this is the 'Proposal Section Details' table, followed by the 'Proposal Workflow History' table with one entry, and finally the 'Workflow Actions' section with a 'Submit For Review' button. Red arrows on the left point to the 'Proposal Summary' tab, the 'Attachments' tab, the 'Proposal Information' section, the 'Proposal Section Details' table, the 'Proposal Workflow History' table, and the 'Workflow Actions' section.

Proposal Section Details			
Section Name	Contributor	Status	Comments
Introduction Section	Contributor 1	In Progress	Comments are displayed here
Commodity Section	Contributor 2	In Progress	-
Result Section	Contributor 2	In Progress	-
Budget Section	Contributor 3	In Progress	-

Proposal Workflow History				
User	Date	Action	Status	Comments
Proposal Creator	4/20/2015 01:33:34	Assign	In Progress	Assign Proposal
Proposal Creator	4/20/2015 01:27:19	Create	In Progress	Proposal Creation

Showing 1 to 2 of 2 entries Filter all columns:

Important: FAIS will prevent the proposal from being submitted if all sections (Applicant Details, Introduction, Commodity, Results, Budget, and *all* attachments) are not reviewed and approved by the proposal creator. During the review process, each proposal section must have a status of *Submitted for Review* for the proposal creator to submit.

Proposal Assignment

After the proposal is created, the applicant will be immediately brought to the *Proposal Assignment* page. This section is used to assign the roles for the proposal and manage each particular section. These roles include:

Proposal Creator: The person in the organization assigned as the overall proposal manager. This person will have edit capabilities to all proposal sections and will be the first level reviewer for the various proposal sections if these sections are assigned to other staff members. In order for a person to be assigned this role, that person must be given this role in their FAIS registration profile. This role can be changed at any time.

Proposal Contributor: A staff member who is assigned to write a given section. A section contributor will be given edit capability only to the section(s) to which the person is assigned and has a read-only capability to all other sections. Note: This person may also be the *Proposal Creator* and *PP Director* if there is only one person responsible for producing the proposal.

In addition, there is a **Comments** field that is used to convey any instructions to the persons assigned by the proposal.

Home > Proposal > Proposal Summary > Proposal Assignment Welcome **localadmin**

Assign Proposal

INSTRUCTIONS

Basic Information

Director

PP Creator *

Comments

Section Name	Contributor	Comments
Introduction Section	<Select> *	
Commodity Section	<Select> *	
Result Section	<Select> *	
Budget Section	<Select> *	

The proposal contains four major sections that require an assigned contributor. The sections can be assigned to persons in the applicant’s organization if they are registered in FAIS, and they have their own workflow and statuses as mentioned in the table below. The same person may be selected as contributor for all sections. Each field must have completed with an assigned individual. After the Applicant clicks *Assign*, an automated mail is sent out to the contributors assigned to the section. This applies only to contributors who opted for email alerts when they registered.

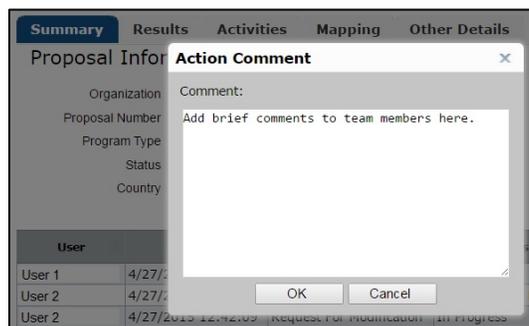
Proposal Section Status			
Status	Status Description	Action Button	UI / Page
In Progress	Proposal is created by a participant director	Create Online Proposal	Create Proposal
	Modification is requested on a proposal section	Request for Modification	Section Summary
Submitted For Review	Proposal section is submitted to proposal creator for review by proposal contributor	Submit for Review	Section Summary
Submitted	Proposal is submitted to FAD by participant director	Submit to FAD	Proposal Summary

Important: In each section (Introduction, Commodity, Results, and Budget), the assigned contributor has the decision to click on *Submit for Review*, which is located under *Workflow Actions*. This will send an e-mail alert to the *Proposal Creator* who will then have access to review the section and make any edits. The proposal creator can then request a modification of that section if necessary.

Workflow Actions

Submit For Review

The Applicant may also add comments regarding any actions or updates regarding the section in question. These comments should be for the organization team members only.

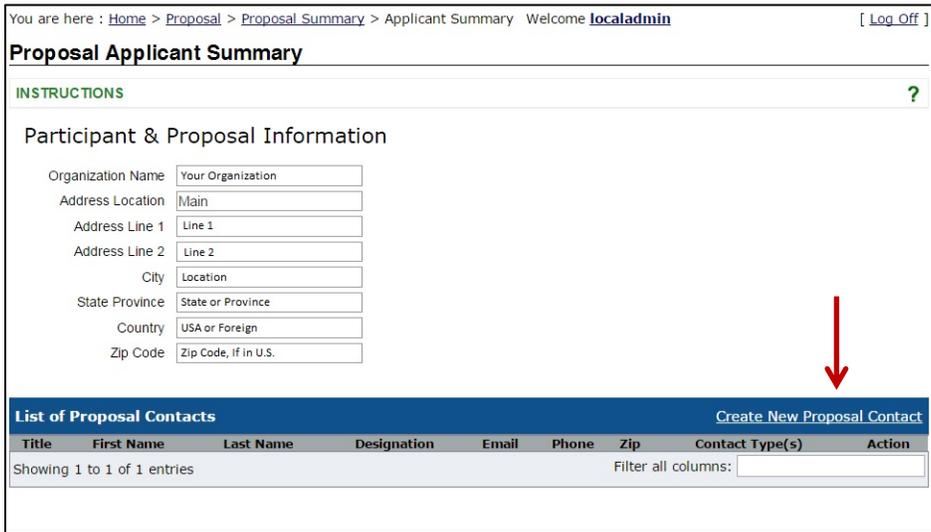


SECTION 4: PROPOSAL APPLICANT DETAILS

This page displays the list of people assigned as the contact for the applicant's proposal. Both a Proposal Creator and PP Director are given the ability to specify each contact by clicking *Create New Proposal Contact* link.

Important: This is a mandatory section and the list of persons is different than the list of PP Creator and PP Contributors. The persons listed do not necessarily play a part in the proposal development nor require an account in FAIS.

To begin, click on *Create New Proposal Contact*.



The screenshot shows the 'Proposal Applicant Summary' page. At the top, there is a breadcrumb trail: 'You are here : Home > Proposal > Proposal Summary > Applicant Summary' and a welcome message 'Welcome localadmin' with a '[Log Off]' link. Below this is the 'Proposal Applicant Summary' header and an 'INSTRUCTIONS' section with a question mark icon. The main section is 'Participant & Proposal Information', which contains several input fields: Organization Name (with a placeholder 'Your Organization'), Address Location (with a placeholder 'Main'), Address Line 1 (with a placeholder 'Line 1'), Address Line 2 (with a placeholder 'Line 2'), City (with a placeholder 'Location'), State Province (with a placeholder 'State or Province'), Country (with a placeholder 'USA or Foreign'), and Zip Code (with a placeholder 'Zip Code, if in U.S.'). A red arrow points to the 'Create New Proposal Contact' link located at the top right of the 'List of Proposal Contacts' table. The table has columns for Title, First Name, Last Name, Designation, Email, Phone, Zip, Contact Type(s), and Action. It shows 'Showing 1 to 1 of 1 entries' and a 'Filter all columns:' dropdown menu.

There are five types of required contacts. Applicants must assign a contact type to all individuals or FAIS will reject the proposal when submitted. A single person may be assigned multiple roles by selecting one person from the drop-down menu and checking multiple checkboxes. The contact types are:

- **U.S. Contact:** The organization's primary proposal contact located within the United States
- **Legal Signatory:** The organization's proposal contact with the legal authority to sign proposal documents
- **Donation Country:** The organization's contact in the proposed project country
- **Organization HQ:** The organization's proposal contact at the headquarters or main office of operations
- **Applicant:** The organization's proposal contact who is able to address proposal questions or issues. This is typically the Proposal Director or PP Creator

When a person is selected from the drop-down menu, the person's contact information will be populated from their FAIS registration profile. Only the person's phone number and fax number will be editable for the purposes of this proposal; i.e., the new information will not be stored permanently in the person's registration profile information.

Basic Information

Contact Type

- US Contact
- Legal Signatory
- Donation Country
- Organization HQ
- Applicant Contact

Participant Contacts <Add New> ▼

Salutation

First Name First Name

Last Name Last Name

Middle Initial

Position Executive Director

E-Mail Email Address

Phone 000-0000

Fax

PP Address Location This address may either be the primary or branch address located within the proposal country ▼

Address Line 1 Line 1

Address Line 2 Line 2

City City

State Province State or Province

Country United States ▼

Zip Code Zip Code #

Save

Applicants may select from a drop-down list of all Participant Contacts who are registered with the organization in FAIS, or create a new contact.

Reminder: All listed contact types *must* be included in the proposal. The created records will be displayed on the *Applicant Summary* page.

List of Proposal Contacts							Create New Proposal Contact		
Title	First Name	Last Name	Designation	Email	Phone	Zip	Contact Type(s)		Action
Salutation	First Name	Last Name	Executive Director	Email Address	000-0000	Zip Code	US Contact, Legal Signatory		Edit Delete
Salutation	First Name	Last Name II	Applicant Contact, HQ Director	Email Address I	000-0000	Zip Code	Donation Country, Organization HQ, Applicant Contact		Edit Delete

Showing 1 to 3 of 3 entries Filter all columns:

The following sections details each of the four primary sections required to submit a proposal in FAIS. Refer to the proposal solicitation for specific guidance on producing content.

SECTION 5: INTRODUCTION

Introduction Summary

The *Introduction Summary* page displays summary information and a workflow history about the introduction section, e.g., section submissions and requests for modification. This page also allows for submission of the section for review using the *Workflow Actions* section. Two required subsections exist here and are displayed as tabs:

1. Introduction Details (Country Selection)
2. Key Personnel (Program Administration List)

Introduction Summary **Introduction Details** Program Administration List

Introduction Details

Country *

Anticipated Start Date (MM/DD/YYYY) *

Anticipated Completion Date (MM/DD/YYYY) *

Anticipated Monetization Completion Date (MM/DD/YYYY)

Is This A Continuation Of Previous Program

To begin, click on the *Introduction* link, and the system will display the *Introduction Details* page. Applicants will be able to edit the following details:

- **Country** - Please refer to the solicitation for the list of priority countries and regions. Every country, territory, and region is listed alphabetically
- **Anticipated Start Date** – This date must not be prior to the *Anticipated Award Date* stated in the solicitation
- **Anticipated Completion Date** – This is the tentative date which the program will end
- **Anticipated Monetization Date** – Monetization programs only, this date must fall within the anticipated start and completion dates
- **Check box for a Continuation of a Previous Program** – Check the box if the proposal is an extension of an existing project

Click **Save** to record the details for this section.

Introduction Summary **Introduction Details** Program Administration List

Introduction Details

Country *

Anticipated Start Date (MM/DD/YYYY) *

Anticipated Completion Date (MM/DD/YYYY) *

Anticipated Monetization Completion Date (MM/DD/YYYY)

Is This A Continuation Of Previous Program

Save

Key Personnel

This page lists the project staff participating in project administration roles. Applicant should highlight the technical and management experience of the Chief of Party or Country Director and the proposed management structure of the project which outlines the appropriate positions. Refer to [II. Organizational Capacity and Staffing](#) for instructions regarding the list of project personnel. In addition, applicants may submit as an attachment an organizational chart detailing the list of key positions.

Proposal Program Administration

INSTRUCTIONS ?

Introduction Summary Introduction Details **Program Administration List**

Add new record

Title	Percentage of Time (x.y %)	Main Responsibility	Action
No records to display.			

Displaying Items 0 - 0 of 0

To create a new entry, click on the *Add New Record* button. Enter the values for each field; e.g., <Executive Director, 100 percent, corporate support>, in the table and press the *Insert* button.

Introduction Summary Introduction Details **Program Administration List**

Add new record

Title	Percentage of Time (x.y %)	Main Responsibility	Action
M&E Specialist	100.00	Field- Implementation of	Insert Cancel

Displaying items 0 - 0 of 0

Use the *Edit* button to enter new values for an existing entry, then click *Update*. Use the *Delete* button to delete an entry from the table. Applicants should not use more than 128 characters for responsibility description.

Introduction Summary Introduction Details **Program Administration List**

Add new record

Title	Percentage of Time (x.y %)	Main Responsibility	Action
M&E Specialist	100.00	Field- Implementation of monitoring and evaluation system	Edit Delete

Displaying Items 1 - 1 of 1

When complete, including all other sections of the introduction section, return to the *Introduction Summary* tab and click on *Submit for Review*.

Workflow Actions

Submit For Review

If there are no submission errors or omissions, a green box will be displayed stating that all data sections have been recorded.

Submit For Review action has been completed successfully

SECTION 6: RESULTS

FAS has developed program-level results frameworks for the McGovern-Dole Programs. In this section, applicants are required to produce a results framework from the tools provided. To begin, click on the *Results* tab located in the Data Navigation panel.

Proposal Result Summary

In the Results Summary page, there are four tabs that require data entry. If any section is omitted, FAIS will reject the applicant's proposal submission. These sections are the following:

1. Results
2. Activities
3. Mapping
4. Other Details

The screenshot shows the 'Proposal Result Summary' page. At the top, there is a navigation menu with five tabs: 'Summary', 'Results', 'Activities', 'Mapping', and 'Other Details'. The 'Results' tab is highlighted with a red oval. Below the navigation menu is a section titled 'Proposal Information' with the following fields:

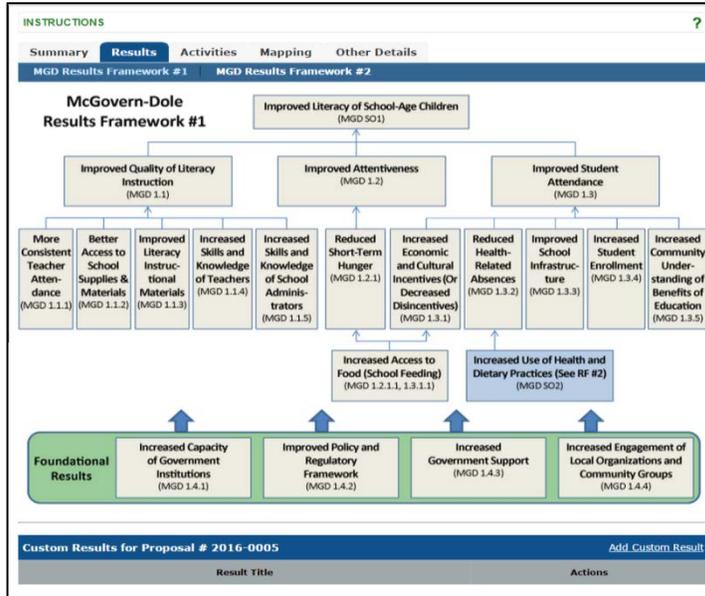
Organization	Your Organization
Proposal Number	2016-0006
Program Type	MGD or FFP
Status	In Progress
Country	Selected Country or Region

Results

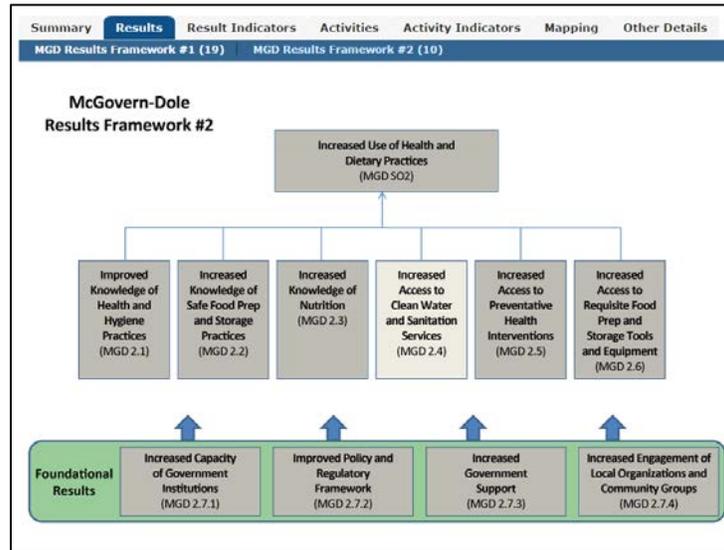
On this page, Applicants are required to identify from the Results Framework map all results the project will achieve. FAIS allows the Applicant to select results based on a hierarchy that captures the relationships in the McGovern-Dole Program Results Frameworks. The McGovern-Dole Program has two Results Frameworks that must be completed by the Applicant.

Applicants must contribute to each both of the highest level results in the two program-level results frameworks respective framework the highest-level results: "Improved Literacy of School-Age Children and Increased Use of Health and Dietary Practices. Refer to Section [IV Part A. No. II](#) for more information. To begin, click on the Results tab. Both the McGovern-Dole Results Framework #1 will be displayed, along with a link for Framework #2

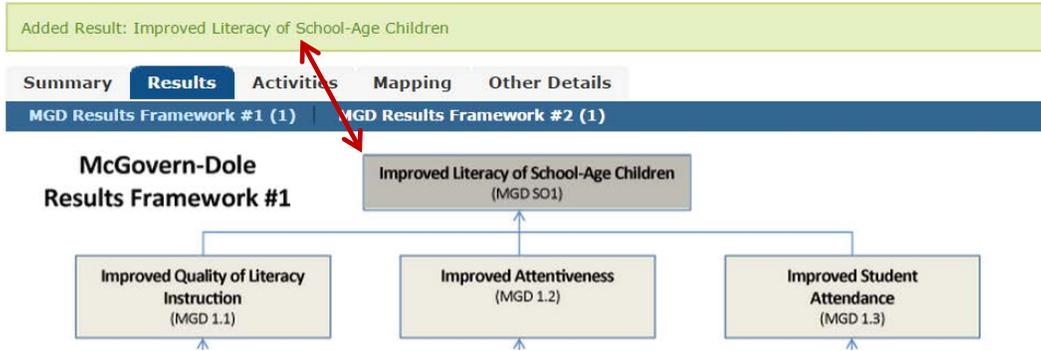
Framework #1



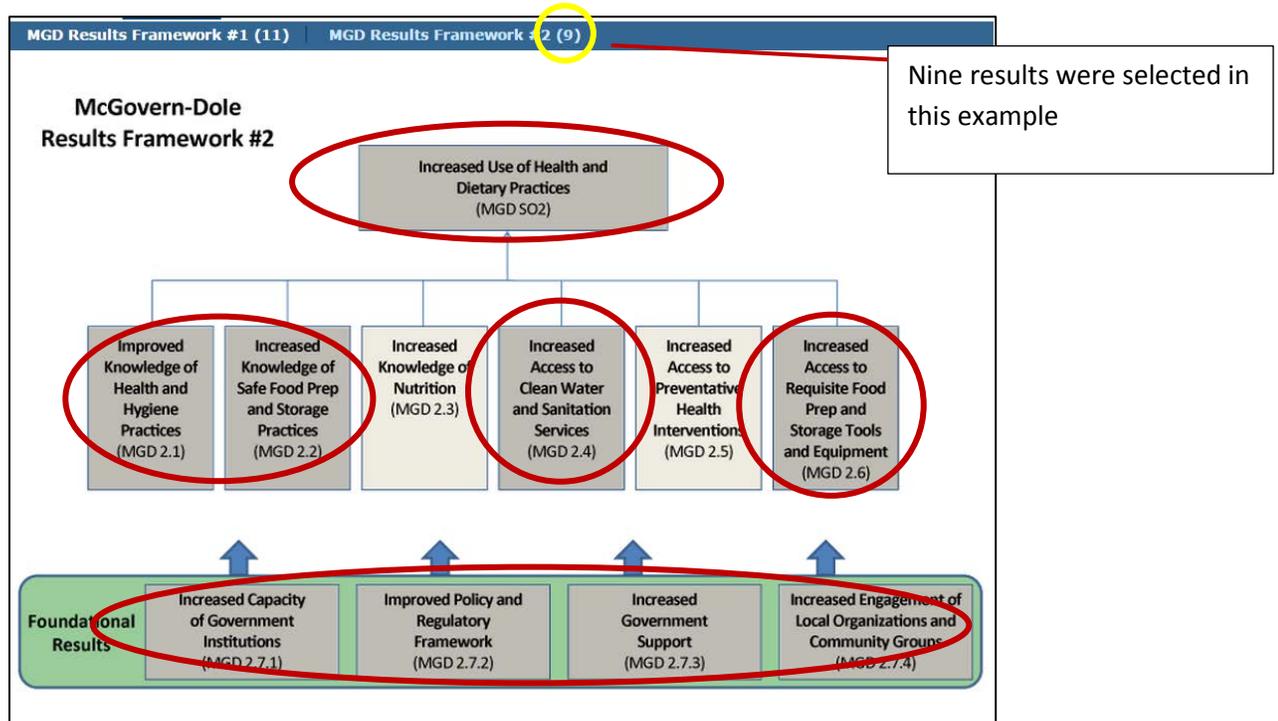
Framework #2



The McGovern-Dole Results Framework #1 (Improved Literacy of School-Age Children) will be displayed, along with a link for the Framework #2 (Health and Dietary Practices). To select each result, click on each result box, which will turn a gray color, with a corresponding green message box.



Select all of the desired results for each Framework. Refer to the example below. A number will be displayed on the Results Framework Link that will display the number of results selected. The selected results will be displayed in the *Mapping* section of the proposal.



Although FAS encourages selecting results from the provided list, applicants may also produce custom results. To add a custom result, click on the *Add Custom Result* link. Refer to [Part IV:A, IV – Project-Level Results Frameworks](#) of the solicitation for more information. Custom results should be appropriately labeled and should be linked with specific activities.



Click *Save & Close* to record the custom result into FAIS. Applicants may edit or delete the result if necessary.

Custom Results for Proposal # 2016-0005		Add Custom Result
Result Title	Actions	
Result 1.4.5 Custom Result Example	Edit Delete	

Activities

As part of the proposal application (see [Part IV:A, V. – Plan of Operation and Activities](#)) the Applicant must provide, a complete list of activities, and a map the activities to the appropriate results function to capture the linkage between activities and results. In addition, applicants are required to provide short narratives related to this section which will be detailed below.

Summary	Results	Activities	Mapping	Other Details
List of Proposal Activities				Create New Activity
Activity	Activity Description	Activity Order	Action	

To add an activity, click the *Create New Activity* link located on the activities table.

Refer to the list of activities found in the drop down list. Applicants may produce a custom activity by selecting *Custom Title*, which will produce a cell where the new activity can be recorded.

The field character limits for these cells are: *Custom Title* (64 characters), and *Activity Description* (16,384 characters). The text boxes do not allow for any formatting.

Use the *Activity Order* cell to sort the activities in the table, as desired. Enter whole numbers for *Activity Order* and the list of activities will display in ascending order of the numbers entered. Click *Save* to record the activity into the table. Applicants may edit or delete each activity where necessary.

List of Proposal Activities			
Activity	Activity Description	Activity Order	Action
Applicant's Custom Title	Description Entered Here	1	Edit Delete
Building/Rehabilitation: Kitchens	Description Entered Here	2	Edit Delete
Curriculum development	Description Entered Here	3	Edit Delete

Mapping

This page allows for the connection of the Applicant's proposed Activities to the selected Results. Every *Activity* produced must be mapped to a *Result*. Conversely, not every result, including higher level results, requires to be mapped. These linkages should exactly reflect the Project-Level Framework submission. Notice that a single activity may be linked to more than one result as long as all activities are completely mapped. Applicants may create this section by selecting the activities and results already specified for the proposal from the drop-down menus and clicking the *Save* button. Applicants may also edit or delete an existing mapping (relationship) by using the *Edit* or *Delete* links. If there is a *Result* or *Activity* not being displayed, Applicants should return to the preceding tabs and review the selection.

You are here : [Home](#) > [Proposal](#) > [Proposal Summary](#) > Result-Activity Mapping Welcome [localadmin](#) [[Log Off](#)]

Proposal Result & Activity Mapping

INSTRUCTIONS [?](#)

Summary Results **Activities** Mapping Other Details

Add/Edit Result & Activity Mapping

Proposal Activity: *

Result:

First, select the activity that were produced in the preceding *Activities* section. All *Custom Activities produced* will be included.

Add/Edit Result & Activity Mapping

Proposal Activity: *

Result:

(A red arrow points to the dropdown menu for the Result field, which is open and showing the following options: Applicant's Custom Title, Building/Rehabilitation: Kitchens, Curriculum development)

Next, select the result that was generated from the *Results* tab. In this drop-down menu, all Custom Results will also be displayed. If a particular *Result* required by the applicant is not located, return to the *Results* tab to review the selection and make any changes.

Any mapped *Results & Activities* can be edited or deleted prior to submission.

List of Result & Activity Mapping		Create New
Activity	Result	Action
Applicant's Custom Title	Improved Literacy of School-Age Children	Edit Delete
Applicant's Custom Title	Increased Capacity of Government Institutions	Edit Delete
Building/Rehabilitation: Kitchens	Improved Student Attendance	Edit Delete
Building/Rehabilitation: Kitchens	Reduced Short-Term Hunger	Edit Delete
Curriculum development	Improved Attentiveness	Edit Delete
Curriculum development	Improved Quality of Literacy Instruction	Edit Delete

Showing 1 to 7 of 7 entries Filter all columns:

Other Details

The final tab of the *Results* section includes the submission of information regarding the following:

- Cash or Non-cash Contributions
- Subrecipients
- Government and Non-Governmental Agencies
- Method of Educating the Public
- Method of Choosing Beneficiaries
- Target Geographic Area (Illustrative maps can be uploaded in FAIS as an attachment)

All Applicants must complete the *Other Details* section regarding the results entered in their proposal. Note: All fields are mandatory; please refer to [Part IV Section B – Other Details](#) for detailed instructions.

Please fix the following in Result Section and submit again.

- Cash or Non-cash Contributions is required
- Sub Recipients is required
- Government and Non-Government Agencies is required
- Method Of Educating Public is required
- Method of Choosing Beneficiaries is required

Results Other Details

Cash or Non-Cash Contributions

B I U abc Arial, Helvetica, : 4 (14pt) [Color] [Background Color] [List] [List] [List] [List] [List] [List] [List] [List]

Please Use Times New Roman or Arial Font size 12 or 14

Save

Once each section is completed, return to the *Results Summary* tab and click on *Submit for Review*, located under the *Workflow Actions* display. If there are no submission errors or omissions, a green box will be displayed stating that all data sections have been recorded.

Workflow Actions

Submit For Review

Submit For Review action has been completed successfully

SECTION 7: COMMODITY

Commodity Summary

The *Commodity Summary* page displays summary information about the proposal, and the history for the Commodity section; e.g., section submissions and requests for modification. This page also allows the applicant to submit for review using the *Workflow Actions* section. Three required subsections exist in this section and are displayed as tabs:

1. Commodity List
2. Special Needs & Distribution Methods

3. Monetization

You are here : [Home](#) > [Proposal](#) > [Proposal Summary](#) > [Commodity Section Summary](#) Welcome **localadmin** [[Log Off](#)]

Proposal Commodity Section Summary

INSTRUCTIONS ?

Commodity Summary
Commodity List
Special Needs & Distribution Methods
Monetization

Proposal Information

Organization:

Proposal Number:

Program Type:

Status:

Country:

Commodity List

This page lists the commodities for the proposal. To add a new commodity, click on the link *Create New Commodity*. Each programmed commodity must have a corresponding record in this section. **Important:** Refer to [Commodity List](#) under Part V, Commodity Management, for specific guidance on *Commodity sections*.

List of Commodities											Create New Commodity
Commodity	Usage Type	Qty/MT	Pkg. Type	Pkg. Size	Country	Delivery to U.S. Port(MM/Year)	Est. Sales/MT (\$)	Kinds of Goods, Svc	Qty. of Goods	Value of Svc (\$)	Action

To begin, enter the *Basic Information* for the commodity:

1. Select the *Commodity Type* from the drop down list.
2. Select the *Usage Type* from the drop down list
3. Enter the *Quantity MT* as required. Values must be in whole numbers only, in multiples of 10
4. Select the *Package Type* from the drop down list.
5. Select the *Package Size* from the drop down list.
6. Select the *Destination Country* from the drop down list.
7. Select the *Month* and enter the *Year of Delivery to U.S. Port* (This date should not fall outside the proposal's start and end date).

Note: All the fields marked yellow with an asterisk are listed are mandatory fields.

Basic Information

Commodity: *

Package Size/Type: *

Commodity Usage Type: *

Quantity MT: *

Destination Country: *

Delivery To U.S Port Month & Year: * *

- Textured Soy Protein
- Tomatoes
- Vegetable Oil
- Vegetable Oil Substitutable
- Vegetable Seeds
- Well Milled Rice Substitutable
- Well Milled, Long Grain Rice 2/7
- Well Milled, Long Grain Rice 3/15
- Well Milled, Long Grain Rice 5/20
- Well Milled, Medium Grain Rice 2/7
- Well Milled, Medium Grain Rice 3/15
- Well Milled, Medium Grain Rice 5/20
- Wheat Mix
- Wheat Seed
- Wheat Substitutable
- Wheat-Soy Blend
- Whole Green Peas
- Whole Yellow Peas
- Yellow Corn
- Yellow Soybeans

In addition, every commodity available for either direct feed or monetization programs will be displayed in the drop-down list shown above. If the *Commodity Usage Type* selected is Monetization or Barter, those detailed sections listed below will be active.

Basic Information

Commodity *

Package Size/Type *

Commodity Usage Type *

Quantity MT *

Destination Country *

Delivery To U.S Port Month & Year * *

Monetization Details

Estimated Sales Per MT (\$)

Estimated Proceeds (\$)

Direct Feed Commodities

Complete only the basic information required for the commodity. Commodity MT value *must* be whole numbers in multiples of ten. The *Delivery to U.S. Port Month & Year* cells must include a month and year that is inside of the proposal's start and end date

Basic Information

Commodity *

Package Size/Type *

Commodity Usage Type *

Quantity MT *

Destination Country *

Delivery To U.S Port Month & Year * *

Monetized Commodities

If your McGovern-Dole Program proposal includes unique monetization requirements, please fill out the required information as highlighted below.

1. Enter the *Estimated Sales per MT* in the field
2. The estimated Proceeds field get calculated based on the applicant's input
3. The *Delivery to U.S. Port Month & Year* cells must include a month and year that is inside of the proposal's start and end date

Note: The destination for the commodity does not necessarily have to be the same as the project country.

Commodity Table

Once all commodities are recorded, the applicant's records will be displayed in the *List of Commodities* table. Each column will display information appropriate to the level of detail provided. To edit or delete a commodity from the list, click on the links *Edit* or *Delete*.

List of Commodities											Create New Commodity
Commodity	Usage Type	Qty/MT	Pkg. Type	Pkg. Size	Country	Delivery to U.S Port(MM/Year)	Est. Sales/MT (\$)	Kinds of Goods, Svc	Qty. of Goods	Value of Svc (\$)	Action
Well Milled, Long Grain Rice 2/7	Direct Feed	2,000.00	Packaged	50 kg bag	Unknown	1/2017					Edit Delete

Special Needs and Distribution Methods

In the *Special Needs and Distribution Method* tab, please refer to [Special Needs & Distribution Methods](#) under Part V, Commodity Management, for specific guidance on the requirements of this section. Each text section has a 5,000 maximum character limit in FAIS. In FAIS, the user is required to enter detailed information for the following fields:

1. Transportation and Storage
2. Processing or Repackaging
3. Duty Free Entry
4. Economic Impact
5. Ration Justification

Select *Save* to record the entered data. The text boxes utilize a rich-text field (RTF), and this section should have an appropriate format that does not detract from the text language.

Special Needs & Distribution Methods

Transportation and Storage

B *I* U abc (inherited font) 3 (12pt)     

Please use **Times New Roman** or **Arial** Font Size 12 or 14

Monetization

If the Applicant's McGovern-Dole Program proposal contains any unique commodity monetization requirements, this section must be completed. The page allows the Applicant to enter additional details related to the monetization for the commodities selected for the proposal. The user is required to enter details for the following fields:

1. Impact On Other Sales
2. Private Sector Participation In Sale Of Commodity
3. Sales Proceed Usage Activity Implementation

4. Assuring Receipt Procedures
5. Expected Interest Earned

Enter the value in U.S. Dollars in the *Expected Interest Earned* field (without entering the \$ sign). Click *Save* to record the data. Note: All fields are mandatory; please refer to the guidance on monetization in this solicitation for detailed instructions.

Once each section is completed, return to the *Commodity Summary* tab and click on *Submit for Review*, located under the *Workflow Actions* display. If there are no submission errors or omissions, a green box will be displayed stating that all data sections have been recorded.

Submit For Review action has been completed successfully

Proposal Section Workflow History				
User	Date	Action	Status	Comments
No data available in table				
Showing 0 to 0 of 0 entries			Filter all columns: <input type="text"/>	

Workflow Actions	
Submit For Review	

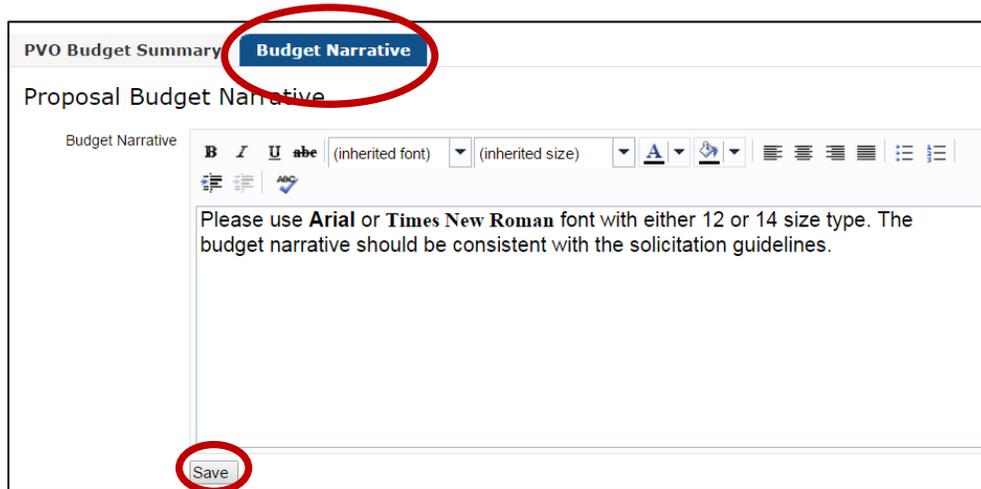
SECTION 8: BUDGET

PVO Budget Summary

Applicants must submit a budget summary corresponding to the example table provided in [Part IV, Section VI – Budget Summary](#) of this solicitation as an attachment. A budget narrative, either copied into the appropriate FAIS section or uploaded as an attachment, must accompany this summary.

PVO Budget Narrative

If submitting directly in FAIS, Applicants are required to submit the budget narrative in the RTF box provided. Applicants can access this section by clicking on the Budget Narrative tab. Graphics are not recommended to be pasted into this section, although tables may be included; be sure to check if the cells are formatted properly as it is reviewed. Please refer to specific guidance in [Appendix G](#) that details how the budget narrative should be structured.



Once complete, click Save, and the following message will appear on the screen.

Budget Narrative was saved!

When the applicant is finished with the budget narrative, return to the *Budget Summary Page* and click *Submit For Review*.



SECTION 9: ATTACHMENTS

Use this tab to attach all documents necessary for the proposal. A drop-down list of all required attachments is to upload is displayed. Any documents not in the list below, but supports the proposal can be uploaded here and should be labeled as *Generic*. **Important:** The Applicant's proposal will be rejected in FAIS if *any* File Types in the drop-down list are omitted (Excluding Generic). Each file type should be selected and included in the proposal. To access this section, click on the *Attachments* tab that is located in *Proposal Summary*.

Proposal Summary

INSTRUCTIONS ?

Proposal Summary **Attachments**

Proposal Information

Organization: Your organization
 Solicitation ID: ID #
 Proposal Number: 2016-0005
 Program Type: MGD or FFPr
 Status: In Progress
 Country: To Be Decided

Proposal Section Details

Section Name	Contributor	Status	Comments
--------------	-------------	--------	----------

The attachments required to upload in the proposal are the following:

1. Budget Summary
2. Detailed Budget
3. Performance Indicators
4. Introduction and Strategic Analysis
5. Financial Statement
6. Evaluation Plan
7. Curriculum Vitae (CV)
8. Past Performance Records
9. AD-3030
10. Project Framework
11. SF-424
12. NICRA Agreement
13. Generic (Ex. Letter of Support, References)
14. Budget Narrative

Refer to the solicitation guidance for more information on each required attachment.

Attachments

INSTRUCTIONS

Proposal Summary **Attachments**

Upload a file

File Type: Budget Summary
 File Name: Detailed Budget
 Comment: Performance Indicators
 Introduction and Strategic Analysis
 Financial Statement
 Evaluation Plan
 CV
 Past Performance Records
 AD-3030
 Generic
 Project Framework
 SF424
 NICRA Agreement

To attach a document:

1. Select the *File Type* from the drop down list

2. Select the desired file to upload by selecting *Browse*
3. Add comments or a label describing the file type, this can be the title of the document or a detailed description
4. Select *Upload* to upload the document. Once complete, the document will be listed in the table below

Attachments

INSTRUCTIONS ?

Proposal Summary **Attachments**

List of Attachments

ID	Name	Type	Comment	Action
15171	Proposal Upload Document.doc	Financial Statement	Add Comment Here	Download Delete

Upload a file

File Type:

File Name: No file chosen

Comment:

To delete any document uploaded, click the *Delete* icon.

SECTION 10: SUBMITTING THE PROPOSAL

Once each section (Introduction, Commodity, Results, and PVO Budget) are complete and submitted for review, and all required attachments are uploaded, the food aid proposal is ready to submit in FAIS. Applicants should ensure that each section has been submitted for review. Click on the *Submit for Review* icon listed under *Workflow Actions*.

Proposal Summary **Attachments**

Proposal Information

Organization

Solicitation ID

Proposal Number

Program Type

Status

Country

Proposal Section Details

Section Name	Contributor	Status	Comments
Introduction Section	Assigned Contributor	Submitted For Review	Comments will be displayed here
Commodity Section	Assigned Contributor	Submitted For Review	-
Result Section	Assigned Contributor	Submitted For Review	-
Budget Section	Assigned Contributor	Submitted For Review	-

Proposal Workflow History

User	Date	Action	Status	Comments
Proposal Creator	4/22/2015 11:28:18	Assign	In Progress	Assign Proposal
Proposal Creator	4/21/2015 03:52:57	Assign	In Progress	Assign Proposal
Proposal Creator	4/21/2015 03:48:58	Create	In Progress	Proposal Creation

Showing 1 to 3 of 3 entries Filter all columns:

Workflow Actions

If FAIS detects any incomplete data, the system will reject the submission and a red message box(s) will list all absences.

1. **Attachments and Applicant Contacts** - Check if every required attachment is uploaded with the appropriate File Type label. For applicant contacts, make sure that every required contact type is included. If one is missing the system will reject the proposal.

Please fix the following in proposal and submit again

Proposal cannot be submitted without SF424, AD-3030, Past Performance Records, CV, Evaluation Plan, Financial Statement, Project Framework, Introduction and Strategic Analysis, Performance Indicators, Detailed Budget and Budget Summary attachments

Proposal should have all proposal contact type(s) (Missing: US Contact, Legal Signatory, Donation Country, Organization HQ, Applicant Contact)

2. **Introduction** – If the monetization completion date cell is blank or falls outside of the start and end dates, and/or the Program Administration list is incomplete

Please fix the following in Introduction Section and submit again

Proposal Country is required

Anticipated Start Date is invalid

Anticipated Completion Date is invalid

Program Administration is required

3. **Commodity** – If any section is left omitted, the following errors are displayed in either screenshots. In addition, make sure the *Commodity Delivery to U.S. Port* is included and falls within the proposal start and end dates

Please fix the following in Commodity Section and submit again

Minimum one commodity should be created for a proposal

Special Delivery, Commodity, Processing, or Packaging Needs is required

Transportation / Logistics / Reprocessing / Repackaging Text is required

Duty Free Entry is required

Economic Impact is required

Please fix the following in Commodity Section and submit again

Delivery To Port Month & Year (5/2016) should be between Anticipated Start (4/2015) and Anticipated Completion (4/2016) Month & Year for the Commodity

4. **Results** – Regarding the results section, the following errors are displayed:

Please fix the following in Result Section and submit again.

- Minimum one Result should be created for a proposal
- Minimum one Activity should be created for a proposal
- Cash or Non-cash Contributions is required
- Sub Recipients is required
- Government and Non-Government Agencies is required
- Method Of Educating Public is required
- Method of Choosing Beneficiaries is required

5. If there are errors with the **submission date**, the following message will appear. However, this will not prevent the submission of the proposal from occurring.

Warning: Anticipated Start Date (Date will be listed here) **should be greater than Anticipated Award Date**

Once all errors have been resolved, click *Submit for Review*. If successful, and no submission errors exist, the Proposal Creator will be given the next options for final submission. Both the Proposal Creator and Director will then have the following available options:

Workflow Actions		
Submit To USDA	Request For Modification	Reject

- **Submit to USDA** – This is the final step in submitting the proposal, the proposal creator or director may unsubmit a report if necessary
- **Request for Modification** – If there any changes that need to be made in the proposal, a request will be made and FAIS will generate an e-mail to all assigned contributors. Each section should be submitted and approved by the Proposal Creator or Director
- **Reject** – Proposal submission to FAIS is cancelled. **Important: Applicants cannot return to a canceled proposal and can only view the data that was recorded.** Proposals are only canceled by the Proposal Creator or Director and should be done only if the organization is certain that the proposal will be abandoned

If the proposal is canceled, the following message will appear:

Reject action has been completed successfully

If the proposal is submitted successfully, the following message will appear:

Submit To USDA action has been completed successfully

Applicants may return to the *Proposal List*, and the proposal status for the proposal will be listed as *Submitted*. **Note:** Applicants cannot delete any submitted proposals and the link is made inactive.

Proposal List

INSTRUCTIONS ?

Search Information

Organization: Organization Name ▾
 Fiscal Year: 2016 ▾
 Program Type: ALL ▾
 Country: ALL ▾

List of Proposals

Proposal #	Program Type	Fiscal Year	Proposal Status	PP Creator	Solicitation #	Country	Submit Type	Organization	Contributors	Action
2016-0006	FFP or MGD	2016	Submitted	Name of Creator	ID #	Country X	Online	Name of Organization	All Contributors will be listed here	Delete

Prior to the submission deadline, if Applicants must return to the proposal and make any revisions, click on the *Withdraw* link located under *Workflow Actions*, located in the Proposal Summary page. After the proposal is withdrawn, the Applicant has access to make changes to all sections of the proposal. The Applicant must submit the proposal using the same links as mentioned earlier.

My FAIS You are here : Home > Proposal > Proposal Summary Welcome localadmin [Log Off]

Alerts

- Proposal #: 2016-0006
- Organization: Your Organization
- Solicitation ID: 18
- Program Type: FFP or MGD
- Fiscal Year: 2016
- Status: Submitted
- Country: Country X

Data Navigation

- Print Proposal
- Download Proposal
- Download Proposal Attachments
- View Proposal Assignment
- View Applicant Details
- View Introduction
- View Commodity
- View Result
- View PVO Budget
- Download Budget
- Proposal Summary
- Proposal Assignment

Proposal Summary

INSTRUCTIONS ?

Proposal Information

Organization: Organization Name
 Solicitation ID: ID #
 Proposal Number: 2016-0006
 Program Type: FFP or MGD
 Status: Submitted
 Country: Country X

Proposal Section Details

Section Name	Contributor	Status	Comments
Introduction Section	Contributor Name	Submitted	
Commodity Section	Contributor Name	Submitted	
Result Section	Contributor Name	Submitted	
Budget Section	Contributor Name	Submitted	

Workflow Actions

[Withdraw](#)

If the award letter is accepted by the PVO Applicant, a draft agreement is generated in FAIS. Applicants may consult their FAS Analyst for more information and instructions regarding this process.

APPENDIX G – Budget Narrative

OVERVIEW

The Budget Narrative provides an opportunity for the applicant to demonstrate the organization's capabilities to manage project finances in accordance with 2 CFR Part 200-Subpart E Cost Principles, as well as to detail the cost-effectiveness of this particular proposal. The budget narrative should explain how the costs relate to the implementation of the project as outlined in the proposal. Narratives should be written in such a way that someone not specifically familiar with the project can conceptually understand the rationale, purpose and calculation of the anticipated costs identified.

In crafting the budget narrative, please ensure that it clearly corresponds to the associated budget summary. In the interest of consistency, USDA requests that applicants, to the extent possible, adhere to the following outline when creating a budget narrative.

Narratives for each line item identified above should identify:

- All subcomponents of the line item;
- The amount budgeted for each subcomponent; and
- The manner in which calculations were made.

Note that subrecipient costs should include only the total subcontract cost and purpose of the work under the appropriate category; it is not necessary to include the details of the separate cost components of each subcontract.

If it is unclear how to categorize a particular cost, please send an e-mail to ppded@fas.usda.gov and the reply will be posted on the Frequently Asked Questions page for the benefit of all applicants. Please note that following the proper format is important, because it affects the overall score of the proposal. A budget narrative example can be found on the FAS website under Training Material and User Manual: <https://apps.fas.usda.gov/fais/public>.

SECTION 1: GENERAL EXPLANATORY COMMENTS

Please describe other general and cross-cutting issues, for example: cost escalations expected during this project, and the manner in which they are accounted for in the budget; and an explanation of any program income which may be earned by the proposed project. Summarize the indirect rates applied to the proposed budget and their base of application across Administrative, ITSH and Activity expenses.

SECTION 2: ADMINISTRATIVE

This section should be used to describe costs that are project-wide, or standard "costs of doing business" that are not connected to any specific task. In general, these are the costs incurred by headquarters and/or the primary overseas project office.

Use this section to clearly articulate and detail each applicable Administrative line item as contained in the budget summary as listed below. Show the amount budgeted for each subcomponent and describe the manner in which calculations were made (see example).

- Salaries
 - Positions should include the Chief of Party, finance team, monitoring and evaluation staff, and monetization and logistics staff; these positions should not be charged to the Activities section. Do not include staff whose time is covered by professional services contracts or subcontracts.
 - The Deputy Chief of Party, Grants Officers, and others may also be included in this section if their work cuts across multiple activity areas.
 - Please identify the total Level of Effort percentage that each position will spend on the project.
- Benefits
 - Depending on the organization, this may include Federal Insurance Contributions Act (FICA), Cost of Living Adjustment (COLA), danger pay, housing, children's education tuition allowance, home leave, Rest and Recreation (R&R), training, sick and vacation time, bonuses, etc.
- Professional Services
 - Professional services apply to work that is done via contracts. This may include audits, monetization services, and the baseline, mid-term, and final evaluations. It could include subrecipients, but they are generally included under Activities.
 - Please include only the total amount for each subcontract. The subcontract amount should include the subcontractor's indirect costs as a direct cost. The prime's indirect cost should be charged on this line item in accordance to the prime's NICRA. Itemization is not necessary.
- Office
 - Include all office-related expenses. Examples of costs in this Activity include: rent for main field office, office supplies, communication costs (Internet, telephone, mobile phone charges), bank fees, postage/shipping fees, insurance, furniture, office utilities, equipment that costs less than \$5,000, and repair and maintenance of office equipment.
- Equipment
 - Include equipment purchases over \$5,000 that are not tied to a specific Activity. Include vehicles, vehicle repair and maintenance.
- Travel
 - Include travel performed by staff billing their time to the Administrative section (for example, monitoring trips by home office staff and international travel by the Chief or Party or home office staff). Include vehicle fuel here.
- Supplies
 - This category includes supplies that are not for the office and cost less than \$5,000.
- Administrative Indirect
 - Describe the indirect costs for the Administrative category.
- Cost Share and In-Kind Contributions
 - Describe any cost share or in-kind contributions that fit in the Administrative category.

SECTION 3: INTERNAL TRANSPORTATION, SHIPPING AND HANDLING (ITSH)

Use this section to clearly articulate and detail each applicable ITSH line item as contained in the budget summary, including:

- Salaries
 - Include salaries of staff related to the transportation and storage of commodities paid for under this award.

- Benefits
 - Include associated with the salaries for ITSH staff.
- Warehouse storage costs
 - Includes warehouse leases and other costs associated with storage
- Internal Transportation
 - Include all costs associated with internal distribution of commodities.
- Professional Services
 - This includes contracted services.
- ITSH Indirect
 - Describe the indirect costs for the ITSH category.
- Cost Share and In-Kind Contributions
 - Describe any cost share or in-kind contributions that fit in the ITSH category.

SECTION 4: ACTIVITIES

For each Activity, please describe the following costs. Please group all costs for a given Activity together.

- Salaries
 - Positions should include technical specialists and other staff who are dedicated to a specific Activity. Do not include staff whose time is covered by professional services contracts or subcontracts. Do not include salaries for the Chief of Party, finance team, monitoring and evaluation staff, or monetization and logistics staff.
 - Please identify the total % time each position will spend on each Activity.
- Benefits (Fringe)
 - Depending on the organization, this may include FICA, COLA, danger pay, housing, children's education tuition allowance, home leave, R&R, training, sick and vacation time, bonuses, etc.
- Professional Services
 - Professional services apply to work that is done via contracts. Most subrecipients will be included here.
 - Please include only the total amount for each subcontract. Itemization is not necessary.
 - Please include the subcontractor's indirect cost as a direct cost. Only charge the prime indirect costs in accordance with its NICRA.
- Office
 - Include all office-related expenses for an office that is dedicated to a specific Activity (include field office expenses here). Examples of costs in this activity include: rent for main field office, office supplies, communication costs (Internet, telephone, mobile phone charges), bank fees, postage/shipping fees, insurance, furniture, office utilities, office equipment that costs less than \$5,000, and repair and maintenance of office equipment.
- Equipment
 - Include equipment purchases over \$5,000 that are tied to a specific Activity. Include vehicle repair and maintenance.
- Travel
 - Include travel for day-to-day project work. Include vehicle fuel here.
- Supplies
 - This category includes supplies that are not for the office and cost less than \$5,000.

- Cost of monitoring and evaluation supplies and software under \$5,000.
- Activities Indirect
 - Describe the indirect costs for the Activities category.
- Cost Share and In-Kind Contributions
 - Describe any cost share or in-kind contributions that fit in the Activity category.
- Program Income
 - Describe any program income that will be earned on USDA funded activities.

APPENDIX H – Glossary of Terms⁶⁸

- **Agreement Executor:** The person in the organization that carries out the terms of the agreement.
- **Applicant :** The person or entity that makes the formal application for the food aid proposal.
- **Barter:** The method of exchanging commodities for goods, services, or activities.
- **Baseline Data:** initial data that serves as the basis of comparison for measuring project results.
- **Beneficiary:** Recipient of funds or other benefits, including food aid.
- **Capacity Building:** Development process by leaders, coalitions and other agents of change that brings about changes in sociopolitical, policy-related, and organizational factors to enhance local ownership for and the effectiveness and efficiency of efforts to achieve a development goal.
- **Climate Change Risk:** A vulnerability assessment of the potential impact of climate change, as a possible constraint, on the successful implementation of a program.
- **Commodity:** Any good or service which has monetary value, including any crops which are internationally traded on spot, or derivatives markets.
- **Commodity Credit Corporation (CCC):** A Government-owned and operated entity that was created to stabilize, support, and protect farm income and prices. CCC also helps maintain balanced and adequate supplies of agricultural commodities and aids in their orderly distribution.
- **Contributor:** In FAIS, a person nominated by the proposal creator or director to work on a section of a proposal.
- **Consumer:** Any person reliant on purchases to meet their basic requirements, including food purchases.
- **Corporation:** An entity that has filed articles of incorporation in one of the 50 States, the District of Columbia, or the various territories of the United States.
- **Cost Sharing:** Arrangement under which costs of a program are shared by FAS and the organization.
- **Critical Assumption:** External conditions that must hold in order for the results in a results framework to be achieved. These assumptions are beyond the control of the implementing organization.
- **Crop Production:** Activities related to the cultivation and harvest of plants for food or non-food use.

⁶⁸ Various definitions are derived from the following:
[European Commission-FAO](#), (2012). Food and Nutrition Security Working Glossary, GCP/RAS/247/EC.
[FAO-STAT \(2015\)](#). Concepts and Definitions. Food and Agriculture Organization of the United Nations.
[Capacity Building Results Framework](#), (2009) World Bank.

- **Custom Indicators:** Additional performance indicators that are not included in FAS's list of standard indicators. These indicators can be drawn from or based upon FAS's list of illustrative indicators.
- **Direct Beneficiary:** People or organizations that are directly affected by the proposed project.
- **Direct Feed:** Process of food aid commodities transferred directly to intended recipients, including school feeding programs.
- **Duty Free Entry:** Permission given by a government for an entity to export goods into the country without having to pay tax.
- **eAuthentication:** The system used by USDA agencies to enable customers to obtain accounts that will allow them to access USDA Web applications and services via the Internet.
- **Food Assistance Division:** Main division responsible for the food aid portfolio of FAS, including the Food for Progress and McGovern-Dole food aid programs.
- **Food for Work:** A method to distribute food aid. The payment of food as wages (in whole or in part) in return for work programs designed to create or rehabilitate community or public assets.
- **Financial Services** – Standard activity indicators in Food for Progress which focus on economic assistance from the finance industry.
- **Food Aid Information System:** An integrated information system through which the Food Assistance Division (FAD) of FAS manages and administers its food aid programs, while interacting with its strategic food aid partners, both within and outside the U.S. government.
- **Food Insecurity:** Exists when people are at risk of, or actually are consuming food of inadequate quality, quantity (or both) to meet their nutritional requirements.
- **Food Safety:** All measures taken during food production, processing, transport and handling, cooking, consumption and disposal which limit the risks of food borne illness in an individual or group.
- **Food Security:** Exists when all people, at all times, have physical, social and economic access to food which is consumed in sufficient quantity and quality to meet their dietary needs and food preferences, and is supported by an environment of adequate sanitation, health services and care, allowing for a healthy and active life.
- **Foundational Results:** Results for all FAS Results Frameworks which are defined by three characteristics: they feed into one or more higher-level results; they target critical actors or areas that increase the potential for lasting outcomes; and a causal relationships exists among some of the foundational results.
- **Household:** Any household for which the primary livelihood activity, and/or the largest source of income is derived from agricultural activities.
- **Household Income:** The sum of all receipts, in money or in kind, which are received regularly and are recurring, including food.
- **Hunger:** Result when people do not have access to the amount of dietary energy needed for their normal level of activity, often leading to undernutrition or stunting.
- **Hygiene:** Any and all practices related to limiting the spread of disease from any source, and are pertinent to food handling, preparation, consumption, and disposal practices.

- **Illustrative Indicators:** Example indicators provided by FAS.
- **Indicator:** A specific variable, or combination of variables, that gives insight into a particular aspect of a situation. It is a value that can be used to evaluate or assess different types of impact.
- **Indirect Beneficiary:** People or organizations that are indirectly affected by the proposed project (i.e., family members of direct beneficiaries).
- **Internal Transport, Shipping and Handling (ITSH):** Movement of Title II food aid to storage and distribution sites, storage of the food aid, and distribution of the food aid in all emergency programs and in non-emergency programs in least developed countries (LDCs) that meet the poverty and other eligibility criteria established by the International Bank for Reconstruction and Development for financing the International Development Association.
- **Intervention:** Targeted action to improve a situation or condition.
- **Lean Season:** A period during the calendar or agricultural year when food is in short supply, and as a result is consumed in smaller quantities.
- **Legal Signatory:** Person in the entity or organization responsible to sign the agreement contract or other legal document with the USDA.
- **Macroeconomic:** Large-scale or general economic factors within a region or country, including national productivity, price levels, inflation, and market disruption.
- **Malnutrition:** All deviations from adequate nutrition resulting from an inadequacy of food (or excess food) relative to need. This includes acute malnutrition (wasting), chronic malnutrition, growth retardation, micronutrient deficiencies, and over-nutrition.
- **Micronutrient:** All vitamins and minerals required by humans for normal physical and cognitive development.
- **Monitoring and Evaluation (M&E):** A continuing function to provide management and main stakeholders of an ongoing intervention with early indications of progress, or lack thereof, in the achievement of results. Whereas *evaluation* is the systematic and objective assessment of an on-going or completed project or program, including the design, implementation and results.
- **Negotiated Indirect Cost Rate Agreement (NICRA):** The ratio between the total indirect expenses and some direct cost base. It is a device for determining fairly and conveniently within the boundaries of sound administrative principles, what proportion of indirect cost each program should bear.
- **Outputs:** The immediate and tangible results of a projects' inputs, such as number of children fed, number of schools built, number of trainings provided, etc.
- **Performance Indicators:** Directly measure achievement of results. These indicators can be either FAS standard or illustrative indicators or custom indicators. Performance indicators are essential for monitoring program performance.
- **Performance Indicator:** Quantifiable measures that an entity uses to measure or associate performance in terms of meeting its strategic or operational goals.
- **Performance Monitoring Plan (PMP):** A document to devise and manage the collection of performance data which includes plans for data analysis, reporting, and use.
- **Performance Record:** Results of past programs undertaken by the applicant that is similar to the type and size of programming in the applicant's proposal.

- **Private Public Partnership:** Arrangements between the public and private sectors with certain service obligations of the public sector are provided by the private sector, with clear agreement on shared objectives for delivery of public infrastructure and/ or public services.
- **Poverty:** Encompasses different dimensions of scarcity that relate to human capabilities including consumption, food security, health, education, food security, and decent work. It is commonly measured by income per capita.
- **Program-level RF:** FAS's graphical representation of the set of low- and mid-level results that lead to the achievement of a program's strategic objective.
- **Recipient (PP):** Person(s) authorized by the participant organization to create Food Aid proposals and negotiate Food Aid agreements.
- **Project-level RF:** A graphical representation of the linkages between activities and results, which lead to the achievement of a highest level result.
- **Randomized Control Trial (RCT):** A study design that randomly assigns participants into an experimental group or a control group.
- **Resilience:** The ability to recover from setbacks, shocks, and to adapt well to change.
- **Results Framework (RF):** An RF should illustrate how results contribute toward the highest level result (SO).
- **Results Oriented Management:** A strategic course of action within the USDA that focuses on higher-level program results such as the outcomes and the impact of programs, while also monitoring program activities, inputs, and outputs.
- **Result Stream:** A level within the FFPr and McGovern-Dole results frameworks used to analyze, describe, and improve the flow of information or materials required for the applicant in creating a product or service.
- **Sanitary-Phytosanitary (SPS):** Measures to protect animals, plants, or human from diseases, pests, or contaminants.
- **Sanitation:** The provision of facilities and services for the safe disposal of animal and human waste.
- **Standard Indicators:** A common set of mandatory indicators identified by FAS that must be used by all projects that address results, if applicable.
- **Strategic Objective (SO):** Highest level result in a results framework.
- **Subrecipient:** A third-party recipient that receives a sub-award—a portion of an award that is distributed by the recipient (pass-through entity) of the original award to conduct a portion of the project works in compliance with the sponsor's terms and conditions.
- **Undernutrition:** Aggregate measure of all forms of inadequate food intake at the population level, arising from the deficiency of one or more nutrients.
- **Value Chain:** The full range of activities that firms, farms and workers do to bring a product from its conception to its end use and beyond. This includes suppliers to end market buyers; as well as the support markets that provide technical, business and financial services to the industry; and the business environment in which the industry operates.
- **Vulnerability:** A function of exposure, susceptibility, and resilience to shocks, leading to the possibility of negative outcomes. Individual and household vulnerability is determined by the inadequacy of their adaptive mechanisms, coping mechanisms or accumulated capital or food.