



Acquisition and Assistance Office

Notice of Funding Opportunity Amendment

Issuance Date: January 29, 2023

Program Title: Early Grade Education Activity

Subject: Notice of Funding Opportunity Number 72027823RFA00002,
Amendment 0001

The purpose of this Amendment is to:

1. Disseminate responses to questions received from potential Applicants in Attachment 1;
2. Add Attachment 2 to the NOFO to include a Bibliography, containing a list of resources used in developing the NOFO. The Bibliography is included in Attachment 2 to this Amendment;
3. Amend Section A.4 Activity Description;
4. Amend Section D.3 General Content and Form of Application; and
5. Amend Section H - Other Information.
6. Replace the NFO in its entirety with the attached Amendment 0001 revised version.

Except as specifically indicated on the pages that follow, all terms and conditions of the NOFO 72027823RFA00002 remain unchanged. Issuance of this amendment to the notice of funding opportunity does not constitute an award commitment on the part of the Government nor does it commit the Government to pay for any costs incurred in preparation or submission of comments/suggestions or an application. Full Applications are submitted at the risk and expense of the submitting organization.

Thank you for your interest in USAID programs.

Sincerely,

Camille Garcia
Supervisory Agreement Officer

Accordingly, the NOFO is hereby amended as follows:

1. Under Section A - PROGRAM DESCRIPTION, A.4 ACTIVITY DESCRIPTION:

- a. Result 1, Objective 1.1, delete the second bullet and replace with the following:

“Conducting an institutional capacity assessment of early grade pre-service education programs at universities (*e.g* Higher Education Quality Assessment Tool (HEIQAT) or other similar tool), including operational, financial, and programmatic (*i.e.* curriculum, practicum, mentorship) aspects.”

- b. Result 2, Objective 2.5, delete the third bullet and replace with the following:

“Creating spaces and forums to promote child voices”.

- c. Set of indicators table on page 11, delete the third bullet under “R1: Improved quality of early grade pre-service education programs”, and replace with the following:

“Percentage of institutional capacity criteria that participating universities show improvement in, as measured by the HEIQAT or other similar tool.”

2. Under Section D - APPLICATION AND SUBMISSION INFORMATION, D.3 GENERAL CONTENT AND FORM OF APPLICATION, delete the following language:

“Applications signed by an agent on behalf of the applicant must be accompanied by evidence of that agent’s authority”

3. SECTION H - OTHER INFORMATION, add “ATTACHMENT 2 - BIBLIOGRAPHY”

End of Amendment No. 0001

Attachment 1**Early Grade Education Activity****Questions Received and USAID's Responses under****Notice of Funding Opportunity Number: 72027823RFA00002**

1. Can USAID please confirm whether Kindergarten refers only to KG2 or also includes KG1?

USAID Response: The primary focus of the activity is Kindergarten 2 through Grade 3. If the Applicant has a technical rationale for including Kindergarten 1 during the lifetime of the project, this should be fully explained in the application.

2. Can USAID please confirm if applicants are able to use their own budget template and follow the 424A and provided template's outline?

USAID Response: Confirmed. So long as it is consistent with the same cost categories and guidelines as the SF 424A and the corresponding instructions.

3. Can USAID please confirm that allowances can be included in Other Direct Costs category and not in Travel section?

USAID Response: Yes, USAID confirms.

4. Recent reports or evaluations on the RAMP extension have not been posted on the DEC, could USAID kindly make these reports available to ensure this activity can build upon prior investments?

USAID Response: Applicants should make reference to available USAID activity reports, evaluations, and assessments, including those uploaded onto the Development Experience Clearinghouse (DEC) and USAID/Jordan Knowledge Management Portal (KaMP).

DEC: <https://dec.usaid.gov/dec/home/Default.aspx>

KAMP: <https://jordankmportal.com/>

RAMP on KAMP:

<https://jordankmportal.com/organizations/early-grade-reading-and-math-project-ramp>

Additional reports from USAID activities may be uploaded during the solicitation period; however, applicants would not be expected to reflect information found uniquely in those reports in their applications.

Please also note that USAID is adding a Bibliography, containing a list of resources used in developing the NOFO as part of this amendment. See Attachment 2.

5. Does USAID have an ideal target number of HEIs to engage during EGEA under Result 1?

USAID Response: Applicants should propose an appropriate number of partner HEI's based on their research, contextual understanding of Jordan's landscape, and envisioned technical approach.

6. Could USAID kindly confirm if grants to local HEIs are restricted in any way under this program?

USAID Response: USAID does not envision grants to local HEIs under this activity.

7. Does USAID envision allocating a portion of the budget for the printing and provision of teaching and learning materials? If so, is there a minimum amount that should be set aside for this purpose?

USAID Response: Applicants may use a portion of the budget for printing and providing teaching and learning materials. There is no minimum amount that should be set aside for this purpose.

8. Would USAID consider allowing a COP to have a minimum of a Bachelor degree in addition to at least 10 years of relevant experience?

USAID Response: No, the minimum required qualifications for Key Personnel remain unchanged.

9. Does USAID have a preferred template for the Statement of Qualifications under Annex B? If so, could USAID please share this?

USAID Response: There is no preferred or specific template to be used, as long as it provides the required information under Section D.5 item 8. "Annex B - Key Personnel Documentation" of the NOFO.

10. Can USAID confirm that applicants are only required to submit detailed budgets and budget narratives for only major subawardees (those exceeding 20% of total award)?

USAID Response: No, applicants must submit detailed budgets and budget narratives for all identified subawardees, regardless of their estimated budget.

11. The NOFO references the need to strengthen the "usability" of teaching and learning materials (TLM). Please define the term usability and further explain identified weaknesses in the current TLM?

USAID Response: Usability of teaching and learning materials (TLM) is the accessibility, quality, and ease and efficiency of application of TLM for teachers and educators and

students to use in the classrooms and at home. Applicants must use their contextual knowledge of current TLMs to identify weaknesses within their technical approach.

12. The NOFO references the Jordanian Continuous Professional Development Framework and the Higher Education Quality Assessment Tool (HEIQAT) These documents are central to the proposed objectives. Please provide links to these and other documents referenced in the NOFO.

USAID Response: Two relevant resources include, but are not limited to:

Ministry of Education website - <https://moe.gov.jo/node/20756>

Education Strategic Plan - https://moe.gov.jo/sites/default/files/esp_english_final.pdf

With regard to HEIQAT, please note the following NOFO language:

- Section A.4, Result 1, Objective 1.1, is amended to replace the second bullet with the following:

“Conducting an institutional capacity assessment of early grade pre-service education programs at universities (e.g Higher Education Quality Assessment Tool (HEIQAT) or other similar tool), including operational, financial, and programmatic (i.e. curriculum, practicum, mentorship) aspects.”

- Section A.4, set of indicators table on page 11, 3rd bullet under R1: Improved quality of early grade pre-service education programs, is amended as follows:

“Percentage of institutional capacity criteria that participating universities show improvement in, as measured by the HEIQAT or other similar tool.”

13. The NOFO mentions that USAID’s “evaluation will be conducted using an adjectival rating system against each merit review criterion using an adjectival rating system.” Please define and/or provide a template of the adjectival rating system that USAID plans to use for these?

USAID Response: An adjectival rating system refers to the methodology used for the evaluation by assigning adjectives to rate applicants.

14. On Page 3 the NOFO discusses the “induction training and a series of on-going, in-service training opportunities, through the newly instated Continuous Professional Development (CPD),” that early grade teachers participate. How long is the inductions program? Which teachers participate in this program? First-year teachers only or early grade teacher that are already in service?

USAID Response: Applicants are expected to conduct their own research and consult available Ministry of Education resources in this area.

15. In order to propose salaries that are comparable with USAID's salaries, would USAID kindly provide its local compensation plan for CCN staff?

USAID Response: Per the NOFO, salaries must be proposed consistent with 2 CFR 200.430 Compensation - Personal Services and the applicant's established written policies on personnel compensation. Please refer to the corresponding Section in the NOFO for further details.

16. Can applicants use the standard USAID short form for PPRs?

USAID Response: If the question refers to the Performance Plan and Report (PPR) as described under Section F.3.1, item (4) Annual Performance Reports, then USAID is unfamiliar with this form. However, if the question refers to Past Performance Reports, then as stated in Section D.6.8, History of Performance, past performance information is required only if requested by USAID.

17. Please confirm that documents which require a signature may be submitted in PDF.

USAID Response: Yes, USAID confirms.

18. Please provide guidance of where the letter authorizing signature authority should be included in the technical application (e.g., a new Annex C)?

USAID Response: Please note that the NOFO has been amended to remove the below language under Section D.3:

"Applications signed by an agent on behalf of the applicant must be accompanied by evidence of that agent's authority."

Moreover, as stated under section D.5 of the NOFO, the Cover Page should be signed by an individual with authority to sign on behalf of the prime applicant. Therefore, the person who signs on this Cover Page will be considered the person with authority.

19. Can letters of support from subaward partners and resource partners be included in a separate annex in the technical application submission?

USAID Response: No, applicants must not exceed the page limits specified under D.5 of the NOFO. As stated in the NOFO, "Any additional annexes not required by this NOFO will not be reviewed."

20. May applicants separate Equipment and Supplies into separate budget categories to better align with the SF424 categories?

USAID Response: Yes, please see USAID's response to Question no. 2 above.

21. Page 7, Objective 1.1: Could USAID clarify if the Higher Education Quality Assessment Tool (HEIQAT) is meant to reference the Higher Education Institutional Capacity Assessment Tool (HEICAT) or the Higher Education Institutional Quality Assessment Tool (HEIQAT)?

USAID Response: Both HEIQAT and HEICAT refer to the same tool.

22. Page 7, Objective 1.1: a) Could USAID please confirm that applicants are not required to use the HEIQAT tool and may propose alternative institutional capacity assessment tools and/or approaches? b) Should USAID mandate the use of the HEIQAT tool, could USAID please provide information on the tool as well as literature on how it was used in Jordan as part of the solicitation package?

USAID Response: Please see USAID's response to Question no. 12 above.

23. Page 11, Section A.4, Activity Description, "Creating spaces and forums to promote child and youth voices." Given USAID's definition of youth as "the young people in the 10 to 29-year age range, with a general programmatic focus on those aged 15 to 24" and the Activity's focus on early grades, could USAID clarify who are the "youth voices" indicated in this activity?

USAID Response: Please note that the NOFO has been amended to replace the above referenced language with the following:

"Creating spaces and forums to promote child voices".

24. Page 11, Section A.4, Activity Description, Could USAID please confirm that applicants may use discretion in selecting the indicators in the logical framework to align with our proposed design and in response to the desired activity results?

USAID Response: Applicants should include all indicators listed in the table in Section A.4 of the NOFO. Applicants may add additional indicators as appropriate based on their technical approach.

25. Page 11, Section A.4, Activity Description, "Number of learners reached by USG-assisted higher education interventions (ES.2-55)." Could USAID clarify who the "learners" are in this indicator?

USAID Response: Please see the Performance Indicator Reference Sheet (PIRS) at this URL:
<https://www.edu-links.org/sites/default/files/media/file/PIRS%20ES.2-55%20Higher%20Education%20Interventions.pdf>

26. Page 11, Section A.4, Activity Description, "Percent of individuals who pass a context relevant assessment in a technical, vocational, or professional skill set following

participation in USG assisted programs (Supp-12).” Could USAID clarify which if any existing assessments, such as the teacher skill assessment developed by the PRESTIJ program, count towards this indicator?

USAID Response: Applicants should propose the assessment tools and may propose existing assessment tools as they deem appropriate.

27. Page 11, Section A.4, Activity Description, “Percent of individuals with new employment following participation in USG-assisted workforce development programs (EG.6-12).” (a) Could USAID clarify if teachers who take a position at private schools count towards this indicator? (b) As the focus of this program is improving early grade education and it is not a workforce development program, could USAID please remove this standard indicator for economic growth programming?

USAID Response:

(a) Please see the Performance Indicator Reference Sheet (PIRS) at this URL:

<https://www.edu-links.org/sites/default/files/media/file/PIRS%20EG.6-12%20New%20Employment.pdf>

(b) No, this indicator is relevant to the goal and focus of this activity.

28. Page 12, Section A.5, Guiding Principles, Could USAID share illustrative or example measures of return on investment?

USAID Response: Applicants are expected to conduct their own research in this area.

29. Page 23, Section D.5, Technical Application Format, 5. Technical Approach, Could USAID confirm that “five-year targets” refers to life of project targets and not to annual targets?

USAID Response: Applicants should include annual and biennial targets for indicators as appropriate, to cover the 5 years of the activity.

30. Page 34, Section E.2.1, 2. Management Approach and Staffing: To align with the instructions for the Management Approach in Section D (referenced below), could USAID please update the technical application review criteria to include past performance?

- a. Page 24, Section D.5, 6.1 Management Approach: “A description of the Applicant’s organizational capacity including the capacity of any proposed subpartner(s), and evidence of its experience in planning, implementing, and achieving results similar in scope and scale to those outlined in the Program Description. The applicant must give clear evidence of the capacity and ability of the Applicant and its proposed subpartner(s) to manage and carry out the Early Grade Education Activity.” (Section D.5, 6.1 Management Approach, page 24)

USAID Response: Applicants are instructed under the Management Approach to describe its “organizational capacity including the capacity of any proposed subpartner(s), and evidence of its experience in planning, implementing, and achieving results similar in scope and scale to those outlined in the Program Description” and

“evidence of the capacity and ability of the Applicant and its proposed subpartner(s) to manage and carry out the Early Grade Education Activity.” USAID will evaluate the Management Approach and staffing in accordance with the Merit Review criteria indicated in E.2.1.2, which states: “The extent to which the Management Approach is appropriate, comprehensive, sustainable and **capable** of successfully achieving the Program Description.”

Please note that history of performance will be evaluated as part of the pre-award risk assessment. As stated in Section D.6.8, History of Performance is required only if requested by USAID, and therefore, is not a part of the merit review criteria. Please see ADS 303.3.9 for more information.

31. Could USAID please share quarterly and/or annual reports from PRESTIJ and any learning documents the project produced?

USAID Response: Please see USAID’s response to Question No. 4 above.

32. Could USAID please provide a template for applicants to use in drafting the illustrative logical framework to be submitted within the technical approach?

USAID Response: Applicants should draft their own illustrative logical framework that aligns with their Technical Approach.

Attachment 2

Bibliography (List of References) of the Early Grade Education Activity

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