FOREIGN AGRICULTURAL SERVICE

Food Assistance Division
Office of Capacity Building and Development

FY 2019 Food Assistance Proposal
Guidance and Request for Applications

MCGOVERN-DOLE INTERNATIONAL FOOD FOR EDUCATION AND CHILD NUTRITION PROGRAM
NOTICE OF FUNDING OPPORTUNITY

May 22, 2019

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U.S. DEPARTMENT OF AGRICULTURE
Foreign Agricultural Service

Modifications

This Notice of Funding Opportunity (NOFO), originally issued on March 26, 2019, has been modified. There are two modificiations and they are highlighted in yellow in the body of the NOFO.

Mod. No.	Date	Description of Modification
0001	May 22, 2019	Part D 2 a Application Format Replace "Monitoring and Evaluation – a maximum of 20 pages Project-Level Results Frameworks – a maximum of 4 pages" with Monitoring and Evaluation – a maximum of 21 pages Project-Level Results Frameworks – a maximum of 5 pages"
0001	May 22, 2019	Part C 3 Other Submission Requirements and Information: Clarifying note on variance in required forms by entity type (domestic or foreign)
0001	May 22, 2019	Part D 2 b Required Sections and Forms: Clarifying note on required forms by entity type(domestic or foreign)
0001	May 22, 2019	Appendix A Application Content Checklist: Replace "Results Framework: a maximum of four pages" with "Results Framework: a maximum of five pages"
0001	May 22, 2019	Appendix A - Application Content Checklist: clarifying notes regarding forms that are

		not applicable to foreign entities.

Notice of Availability of Funds and Funding Opportunity Announcement for the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition program (McGovern-Dole)

ANNOUNCEMENT TYPE: Request for Application

FUNDING OPPORTUNITY NUMBER: USDA-FAS-MCGOVERN-DOLE PROGRAM-19

CATALOG OF FEDERAL DOMESTIC ASSISTANCE (CFDA) NUMBER: 10.608

DATES: Applications must be submitted to the United States Department of Agriculture (USDA) through the Food Aid Information System (FAIS) by 5:00:00 P.M. Eastern Daylight Time (EDT) by May 29, 2019. Applications received after this date and time will not be considered. The USDA Foreign Agricultural Services (FAS) advises Applicants **to begin the process early to allow time to address any information technology difficulties that may arise**. There will be **no** exceptions to this application deadline. Please be advised that incomplete applications will not be reviewed. Refer to Part C Section 3 and Part D Section 2 for application requirements to make an application considered complete. Comments regarding this request for applications will be considered to the extent practicable and should be submitted to ppded@fas.usda.gov. Please include "FY19 MGD NOFO" in the subject line of your e-mail. Questions must be received no later than 5:00:00 P.M. EDT May 22, 2019, and responses to questions will be posted on FAIS.

EXECUTIVE SUMMARY: FAS expects to make multiple three to five-year awards, totaling up to $191,000,000 **SUBJECT TO AVAILABILITY OF FUNDING**. FAS will accept applications for the following priority countries: Bangladesh, Cambodia, Haiti, Guinea-Bissau, Mozambique, Malawi, Nicaragua, Mauritania, Togo, Uzbekistan, and Venezuela. 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.

NEW in Fiscal Year 2019 (FY 19)

This year's proposal submission changes are outlined below:

- Individualized NOFOs for Each Country: This year's solicitation is an umbrella announcement containing separate NOFOs for each country. Applicants should specify which country/NOFO they are applying to and may submit more than one application. Application instructions, award terms and conditions, scoring criteria, etc. are the same for each NOFO contained in this announcement. NOFO numbers can be found in Part A Section 4 and Appendix B.

- **Nutrition:** Please refer to the nutrition section for updates. Please pay particular attention to the "Ration Composition Requirements"
  - *Ration Justification:* To meet the full nutritional requirements in this section, applicants must offer at least three food components, i.e., a combination of USDA commodities and locally available foods, especially adding seasonal vegetables, fruits, and/or animal-sourced proteins, when feasible. Applicants who do not offer additional components beyond USDA commodities will need to justify the reason for the omission. Lastly, applicants must describe how to ensure each child receives his/her portion of food under bulk cooking situations.

- **Criteria**: Please refer to the updated Evaluative Areas of Criteria in Table 2, Part E Section 1 Criteria. Additionally, FAS will review and score Negative Factors and Positive Factors in FY 19. Please refer to Part E Section 6 Negative Factors can result in a maximum of five points deducted from the Applicant's overall score. Positive factors will be scored and can result in a maximum of five points bonus to the Applicant's overall score. In addition, the Other Details section has been combined into the Introduction and Strategic Analysis section and the Project Level Results Framework has been combined with the Monitoring and Evaluation section. Finally, there is a new scoring of overall application quality. More details can be found in Part E Section 1.

- **Proposal Page Limits:** Please adhere to the updated page limits and content guidance for each section in FY 19. Please refer to Section D: APPLICATION AND SUBMISSION INFORMATION - Content and Form of Application Submission. Section A. Application Format.

- **Monitoring and Evaluation:** Please review updated Monitoring and Evaluation guidance in Part D Section 2(c)(VII). Please pay particular attention to the submission format for all Monitoring and Evaluation components.

  - *Project-Level Results Frameworks:* Please note that in FY 19 Project-Level Results Frameworks need to be included as part of the Monitoring and Evaluation sections.

- **Feed the Future and Global Food Security Strategy:** USDA Global Food Security Council guidance commits McGovern-Dole to report on select Feed the Future indicators, particularly in nutrition and health, which are identified and defined as standard McGovern-Dole performance indicators. Six FY 19 McGovern-Dole priority countries are Feed the Future aligned countries: Cambodia, Haiti, Malawi, Mauritania, Mozambique and Nicaragua and one FY19 McGovern-Dole country is a Feed the Future target country: Bangladesh. Proposals submitted for these countries should demonstrate alignment of the proposed McGovern-Dole activities with Feed the Future in the country of application. Please review guidance on Section A (9).

- **The U.S. Government Strategy on International Basic Education** Please review the content in the strategy on Part A Section 9 Proposals must demonstrate coordination and collaboration with other USG programs that are also striving to improve reading outcomes and expand access to quality education for all. There is a strong emphasis on all project countries for improved coordination among other USG agencies. Proposals must detail how they will coordinate with other USG initiatives particularly with those who emphasize on basic education, and if it is not applicable to a region or a country, proposals must explain why.

- **Potable Water Technology:** USDA is making available $1,000,000 from the McGovern-Dole funds to incorporate use of recently developed potable water technologies in two to three FY 19 McGovern-Dole school feeding projects. Applicants interested in implementing a potable water technology activity must develop a stand-alone document, as described in Appendix C, and upload it as an attachment (labled “Attachment: Potable Water”) to their FY 19 McGovern-Dole proposal; USDA will review the stand-alone potable water technology activities only from the successful FY 19 McGovern-Dole proposals.

LIST OF ACRONYMS

CCC	Commodity Credit Corporation
CFR	Code of Federal Regulations
COLA	Cost of Living Adjustment
CV	Curriculum Vitae
DUNS	Dun & Bradstreet
FAD	Food Assistance Division
FAIS	Food Aid Information System
FAS	Foreign Agricultural Service
FICA	Federal Insurance Contributions Act
FtF	Feed the Future
FY	Fiscal Year
GFSS	Global Food Security Strategy
IR	Intermediate Results
ITSH	Internal Transport, Storage, and Handling
M & E	Monitoring and Evaluation
MCN	Maternal and Child Nutrition
McGovern-Dole	McGovern-Dole International Food for Education and Child Nutrition Program
MOU	Memorandum of Understanding
MT	Metric Tons
NICRA	Negotiated Indirect Cost Recovery Agreement
NOFO	Notice of Funding Opportunity
NTD	Neglected Tropical Disease
OMB	Office of Management and Budget
PEPFAR	President's Emergency Fund for AIDS Relief
PIN	Personally Identifiable Number
PMP	Performance Monitoring Plan
PSM	Propensity Score Matching
PTA	Parent Teacher Association
PVO	Private Voluntary Organization
R&R	Rest and Recreation
RCT	Randomized Control Trial
ROM	Results Oriented Management
RF	Results Framework
SAM	System for Award Management
SF	Standard Form
SFP	School Feeding Program
SO	Strategic Objective
UN	United Nations
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
USG	United States Government
WB	World Bank
WHO	World Health Organization

Table of Contents

A. PROGRAM DESCRIPTION

1. Issued By

Foreign Agricultural Service, Office of Capacity Building and Development, *Food Assistance Division*

2. Catalog of Federal Domestic Assistance (CFDA) Number and Title

10.608 Food for Education

3. Notice of Funding Opportunity Title

UNITED STATES DEPARTMENT OF AGRICULTURE MCGOVERN-DOLE INTERNATIONAL FOOD FOR EDUCATION AND CHILD NUTRITION PROGRAM

4. Notice of Funding Opportunity Number

Country-Specific NOFO Numbers
USDA-FAS-10.608-0700-19-388 – Bangladesh
USDA-FAS-10.608-0700-19-442 – Cambodia
USDA-FAS-10.608-0700-19-657 – Guinea-Bissau
USDA-FAS-10.608-0700-19-521 – Haiti
USDA-FAS-10.608-0700-19-612 – Malawi
USDA-FAS-10.608-0700-19-682 – Mauritania
USDA-FAS-10.608-0700-19-656 – Mozambique
USDA-FAS-10.608-0700-19-524 – Nicaragua
USDA-FAS-10.608-0700-19-693 – Togo
USDA-FAS-10.608-0700-19-122 – Uzbekistan
USDA-FAS-10.608-0700-19-529 – Venezuela

Please refer to Appendix B for Country Guidance for each NOFO number

5. Authorizing Authority for Program

McGovern-Dole is authorized in section 3107 of the Farm Security and Rural Investment Act of 2002 (7 U.S.C. 1736o-1) as amended by the Agriculture Improvement Act of 2018 Public Law 115-334.

6. Appropriation Authority for Program

Consolidated Appropriations Act of 2019 Public Law 116-6.

7. Announcement Type

New

8. Program Regulations

Awards made within this funding opportunity will be subject to 7 CFR 1599 and 2 CFR 200 as adopted by 2 CFR 400. The regulations (7 CFR § 1599) supporting McGovern-Dole were updated September 12, 2016 and are available at www.ecfr.gov. These regulations are currently being revised in accordance with the Agriculture Improvement Act of 2018.

9. Program Overview, Objectives, and Priorities

The McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole) key objectives are to carry out:1) preschool and primary school food for education programs in foreign countries to improve food security, reduce the incidence of hunger, and improve literacy and primary education, particularly with respect to girls; and, 2) maternal, infant, and child nutrition programs for pregnant women, nursing mothers, infants, and children who are five years of age or younger. McGovern-Dole feeds school children and improves literacy (especially for girls) 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, maternal and child health and nutrition projects worldwide pursuant to an agreement with USDA-FAS. The program requires the inclusion of graduation as stipulated in the legislation.

By providing school meals, teacher training, and related education and nutrition support, McGovern-Dole helps boost school enrollment, attendance, and improve reading outcomes and literacy results. McGovern-Dole also provides support to Maternal and Child Nutrition (MCN). 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, take home rations, treatments for deworming, and diarrhea, water, sanitation and health (WASH) projects, school garden projects, 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.

Priority countries and regions are noted below in Part A. 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 resilient, 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 host government for ownership. FAS is focusing on the most urgent challenges, helping communities develop sustainable sources of food supplies while building resilience in their food sourcing practices.

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

Table 1: NEW COUNTRIES

Country	**Region(s)**
Mauritania	Triangle of Hope: Gorgol, Assaba, Brakna, Guidimakha and Tagant
Togo	Regions of Savanes, Kara, and Centrale
Uzbekistan	Karakalpakstan, (South Aral Sea region of Uzbekistan), and other vulnerable regions countrywide
Venezuela	Nationwide

Table 2: CONTINUING COUNTRIES

Country	**Region(s)**
Bangladesh	District of Cox's Bazar
Cambodia	Siem Reap, Kampong Chhnang, and Kampong Thom
Guinea-Bissau	Oio, Cacheu, Biombo, Quinara, Tombali, Bafata, Gabu, and Bolama

Haiti	Grande'Anse, Sud, Sud-Est, Nord and Nord Est
Malawi	Central Region and Southern Region
Mozambique	Muecate and Nacaroa Districts of Nampula Province and Maputo Province
Nicaragua	Estelí, Leon, Madriz, and Nueva Segovia

For continuing projects, FAS expects that proposed activities will build upon current activities and, where possible, what has been accomplished to date. Expansion to target regions, beyond the continuing project region(s), is allowable as long as this proposed programming aligns with the country guidance priorities per Appendix B – Country Specific Guidance and the overall McGovern-Dole priorities. Applications must focus on transition of McGovern-Dole activities to the host governments and set the path to sustainability. Applicants must work with countries that have a national government that is committed to or is working towards, through a national action plan, the goals of the World Declaration on Education for All through a national school feeding law. Furthermore, applications must align with the McGovern-Dole program level Results Frameworks as mentioned in Part D Section 2 (c)(vii).
For a list of continuing McGovern-Dole projects, please visit:

https://www.fas.usda.gov/programs/mcgovern-dole-food-education-program.

10. US Government Strategies

a. United States Government Strategy on International Basic Education

The U.S. Government Strategy on International Basic Education was launched in 2019 to demonstrate the United States Government's commitment to helping ensure that individuals around the world have the education and skills needed to be productive members of society. The goals of the U.S. Government Strategy on International Basic Education for Fiscal Years 2019-2023 is to achieve a world where education systems in partner countries enable all individuals to acquire the education and skills needed to be productive members of society. To accomplish these goals the U.S. Government has two principal objectives: 1. Improve learning outcomes; and 2. Expand access to quality education for all, particularly marginalized and vulnerable populations.

Proposals must coordinate and collaborate with other USG programs that are also striving to improve reading outcomes and expand access to quality education for all. There is a strong emphasis on all project countries for improved coordination. Proposals must detail how they will coordinate with other USG initiatives particularly with their emphasis on basic education, and if it is not applicable to a region or a country, proposals must explain why.

b. USDA-USAID Memorandum of Understanding on Education

In coordination with the U.S. Government Strategy on International Basic 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) to facilitate, in collaboration with host country governments, improved student learning outcomes in a manner consistent with each respective agency's mission.

The USDA McGovern-Dole program commits to the USG Strategy on International Basic Education by 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, at minimum, the following components in the solicitation and evaluation criteria:

Program Coordination: Programming must be well-coordinated and complementary in countries where McGovern-Dole and USAID both have current programming, keeping in mind where they are located, and seeking to leverage existing materials, lessons learned, or best practices where applicable and appropriate. 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.

Frameworks for Enhancing Program Design: There are several frameworks for enhancing literacy programs design and quality in improving reading outcomes for all students. USDA focuses on the 5 of the Ts: texts, tongue, testing, teachers, and time. Applicants should pay special attention to the 5 Ts and incorporate in their literacy programs as appropriate and applicable. Applicants must provide a clear analysis of the status of the 5Ts in the relevant context and how their proposed activities will build upon existing strengths and address on-going challenges. They should not be implemented in isolation of the system.

- **Texts**: provide ample decodable and leveled materials for reading instruction and practice in languages children use and understand.
- **Tongue**: provide reading instruction in languages children use and understand utilizing appropriate scope and sequence of skills and speech-to-print strategies;
- **Testing:** use continuous assessment such as brief letter and word reading tests and progress monitoring assessments such as adaptations of the Annual Status of Education Report (ASER) or the Early Grade Reading Assessment (EGRA);
- **Teachers**: use an evidence-based approach to read instruction that includes the following instructional routines: structured pedagogy, scripted lessons, used of decodables and level reader, use of universal design principles, and frequent feedback loops on student performance. For pedagogical approaches, the use of synthetic phonic is recommended. And
- **Time:** ensure that children receive at least 60 minutes per day on reading instruction and practice.

c. Feed the Future and Global Food Security Strategy

In October 2018, the Global Food Security Reauthorization Act (GFSRA) was signed into law and reaffirmed the U.S. Government's commitment to ending global hunger, poverty, and malnutrition.[1]

The GFSRA ensures continued implementation of the U.S. Government's 2017-2021 Global Food Security Strategy and Feed the Future Initiative.[2]

USDA Global Food Security Council guidance commits McGovern-Dole to report on select Feed the Future indicators, particularly in nutrition and health, which are identified and defined as standard McGovern-Dole performance indicators. Six FY19 McGovern-Dole priority countries are Feed the Future Aligned Countries: Cambodia, Haiti, Malawi, Mauritania, Mozambique and Nicaragua and one FY19 McGovern-Dole country is a Feed the Future Target Country: Bangladesh. Proposals submitted for these countries should demonstrate alignment of the proposed McGovern-Dole activities with Feed the Future in the country of application.

[1] https://www.usaid.gov/news-information/press-releases/oct-12-2018-administrator-green-reauthorization-global-food-security-act

[2] https://www.usaid.gov/what-we-do/agriculture-and-food-security/us-government-global-food-security-strategy

d. Deworming

Applicants should describe current efforts underway on the part of host country governments, international organizations or other actors to mitigate the spread of parasitic disease through school-based deworming. In areas of high prevalence, i.e. 20 percent or more, applicants must include a plan to implement school-based deworming in all McGovern-Dole schools if other actors are not currently doing so, and the deworming plan must be coordinated with the Ministry of Health or the competent technical host-country government entity. Applicants must clarify whether they are directly implementing deworming themselves or coordinating with another stakeholder's program, and report on McGovern-Dole standard indicator 24: Number of students receiving deworming medication(s), also in coordination with other actors if necessary.

Applicants must verify Neglected Tropical Disease (NTD) prevalence rates in targeted intervention areas through sources such as the Global Atlas on Helminth Infections, Ministry of Health data, World Health Organization sources, U.S. government sources on NTDs from the Centers for Disease Control and Prevention and USAID, etc.

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 NTDs transmitted by worms, such as guinea worm disease, lymphatic filariasis, onchocerciasis, schistosomiasis, and soil-transmitted helminths, in targeted intervention regions or areas.

Parasitic worm infections interfere with nutrient uptake and may lead to anemia, malnutrition, and impaired mental and physical development. They pose a serious threat to children's long-term health, education, and productivity, as infected children may be too sick or lethargic to concentrate at school, or to attend at all. Research indicates that school-based deworming has positive impacts on child education and health, and it may improve nutrition.[3]

B. FEDERAL AWARD INFORMATION

1. Award Amounts

[3] https://www.evidenceaction.org/blog-full/evidence-action-welcomes-new-rigorous-meta-analysis-showing-benefits-of-mass-deworming-for-children

Anticipated Funding: Up to $191,000,000 (total) in FY2019. The McGovern-Dole International Food for Education and Child Nutrition Program anticipates making ten to eleven awards between $10 and $35 million each. USDA will also award up to $1 million from McGovern-Dole funds for the use of recently developed potable water technologies in two to three FY 19 McGovern-Dole projects (see Appendix C). All projects in this announcement will be funded subject to availability of appropriated funding. Issuance of this solicitation does not constitute an award or commitment on the part of the USG to make awards, nor does it commit the USG to pay for costs incurred in the preparation and submission of a concept note or full application.

2. Period of Performance

All awards will be fully funded up front. FAS seeks proposals for ranging from a three to a five-year implementation period**,** except if indicated otherwise under Country Specific Guidance.

Projected Period of Performance Start Date(s):	10/01/2019
Projected Period of Performance End Date(s):	09/30/2022 - 09/30/2024

3. Extensions

McGovern-Dole Program awards may be eligible for extensions to their period of performance. Refer to Part H Section 2 Extensions.

4. Funding Instrument

All awards will be made in the form of cooperative agreements as a result of this solicitation (2 CFR § 200.24). In a cooperative agreement, FAS will be substantially involved throughout the award implementation period**.** 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 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 the Applicant'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.

C. ELIGIBILITY INFORMATION

1. Eligible Applicants

In accordance with McGovern-Dole regulations (7 CFR 1599.3) and legislation (7 USC 1736o-1), private voluntary organizations, cooperatives, intergovernmental organizations, governments of developing countries and their agencies, and other organizations are eligible to apply to become an Applicant under McGovern-Dole. See 7 CFR 1599.3 for the definition of a private voluntary organization.

2. Eligibility Criteria

a. Unique Entity Identifier and System for Award Management (SAM)

Refer to Part D Section 3 where SAM requirements are also discussed.

Each Applicant, unless excepted under 2 CFR § 25.110(b) or (c), or has an exception approved by USDA-FAS under 2 CFR § 25.110(d), is required to: (i) be registered in SAM before submitting its application; (ii) provide a valid unique entity identifier in the application; and (iii) continue to maintain an active SAM registration with current information at all times during which the Applicant has an active federal award or an application or plan under consideration by FAS. Applicants without an active SAM registration will be found ineligible and the application will not be considered for funding. All subrecipient organizations must also have active SAM registrations before the subaward is signed.

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

Instructions for registering in SAM can be found at https://www.sam.gov. After initial registration in SAM the Applicant is required to review and update the registration every 12 months from the date of initial registration to ensure the information is accurate.

Applicants registering in SAM are encouraged to register early. The registration process can take approximately four weeks to be completed. Therefore, registration should be done in sufficient time to ensure it does not impact your ability to meet required submission deadlines.

Effective as of June 2017, you can no longer access the System for Award Management (SAM) using Internet Explorer (IE) Versions older than IE11. You either need to upgrade to an Internet Explorer version of IE11 or higher, or access SAM with another supported browser type (Chrome, Firefox, Safari, etc.).

Each Applicant must have an active registration in SAM prior to the closing date of the announcement.

b. Debarment and Suspension

An entity (including subcontractors, sub applicants and key personnel) will be considered ineligible if the entity has been designated by the United States Government (USG) as debarred or suspended in USG funded procurements or otherwise prohibited by applicable U.S. law or executive order or U.S. policies. FAS will review, inter alia:

i. U.S. State Department, 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 and sub-Applicants must comply with the conflict of interest requirements in 2 CFR § 400.2.

3. Other Submission Requirements and Information

An Applicant must submit all required sections and forms as listed in Part D Section2 (b) Required Sections and Forms to be considered complete. Note: the list of required forms varies depending on whether an Applicant is a foreign or domestic entity. An Applicant must submit all required forms for their entity type. Incomplete applications will not be considered. There is no limit on the number of applications which an Applicant may submit.

4. Cost Share or Matching Requirements

Cost sharing, matching, or cost participation is not required for eligibility, but is encouraged to maximize program impacts and engender in-country sustainability. Applicants must identify and explain any cost sharing in the budget summary and narrative (7 CFR § 1599.4(b)(4)(i)). Applicants should include cost share and in-kind contributions as part of the total award value on the SF-424 and other required budget documents. If an award is made, the Applicant will be responsible for obtaining these resources. Award Applicants shall not procure these resources with FAS funding.

D. APPLICATION AND SUBMISSION INFORMATION

1. Address to Request Application Package

This NOFO and instructions for submitting the application can be located on the FAIS home page https://apps.fas.usda.gov/fais/public. This document is also located on Grants.gov at: www.grants.gov. However, your application must be submitted via FAIS. If an Applicant does not have access to the Internet or experiences trouble accessing the home page, the Applicant should contact FAS in writing at 1400 Independence Ave. SW Washington, DC 20250 or by calling (202) 720-2637 between 9:00 A.M. and 5:00 P.M. EDT to request the NOFO application and instructions via mail.

2. Content and Form of Application Submission

a. Application Format

The application must:

- Be written in English;
- Be written using Times New Roman, 12-point font;
- Be typed on standard 8.5” x 11” sized paper with 1-inch margins;
- Be paginated with each page consecutively numbered;
- Cite source information and/or provide an explanation of the analysis undertaken;
- Be submitted in PDF;
    - Not exceed one hundred (100) pages, excluding the cover page and appendices; and adhering to the following page limit guidelines:Introduction and Strategic Analysis – a maximum of 16 pages
    - Plan of Operation and Activities – a maximum of 15 pages
    - Graduation and Sustainability – a maximum of 5 pages
    - Literacy – a maximum of 5 pages
    - Nutrition – a maximum of 5 pages
    - Organizational Capacity and Staffing – a maximum of 8 pages

- Monitoring and Evaluation – a maximum of 21 pages
    - Project-Level Results Frameworks – a maximum of 5 pages
    - Performance Indicators – a maximum of 4 pages
    - Evaluation Plan – a maximum of 12 pages
- Commodity Management – a maximum of 5 pages
- Budget – a maximum of 21 pages
    - Budget Summary – a maximum of 1 page
    - Budget Narrative – a maximum of 20 pages
- Attachments not included in page limits include:
    - Cover Page
    - Table of Contents
    - Acronyms List
    - Visuals (maps, graphic organizers, etc.) (Not Required)
    - Letters of Support (Not Required)
    - Organizational and Key Personnel Chart
    - Curriculum Vitae for Project Lead
    - Past Performance Records
    - AD-3030
    - SF-424
    - Applicant's most recent single audit

Note: If an application exceeds the limit for any section, the application will be reviewed, but the review will be restricted to the section's page limit.

b. Required Sections and Forms

All applications, regardless of entity type, must include the following sections to be considered complete:

- Introduction and Strategic Analysis
- Plan of Operation and Activities
- Graduation and Sustainability
- Literacy
- Nutrition
- Organizational Capacity and Staffing
    - Organizational Chart
    - Curriculum Vitae for Project Lead
    - In-Country Registration
    - Past Performance Records
    - Audited Financial Statement
- Monitoring and Evaluation

    - Project-Level Results Framework
    - Performance Indicators
    - Evaluation Plan
- Commodity Management
- Budget
    - Budget Summary
    - Budget Narrative
    - Applicant's most recent Single Audit (outside of page limit restrictions)
    - Applicant's most recent approved NICRA agreement (outside of page limit restrictions)
- Project-Specific commitment letters from anticipated subrecipients (if subrecipients are proposed).

Each application ***submitted by a domestic entity*** (FAS will determine whether an entity is considered foreign or domestic based on the entity's registration information on SAM.gov.) must also include the following forms to be considered complete:

- USDA AD-3030
- USDA AD-3031
- USDA AD-1047 or USDA AD-1048 Certification Regarding Debarment, Suspension (depending on organization type)
- USDA AD-1049, USDA AD-1050, or USDA AD-1052 Certificate Regarding Drug Free Workplace Requirements (depending on organization type)
- SF- 424 https://www.grants.gov/web/grants/forms/sf-424-family.html
- SF-424B https://www.grants.gov/web/grants/forms/sf-424-family.html
- The Certification Regarding Lobbying. If paragraph two of the certification applies, then complete and submit the SF-LLL Disclosure of Lobbying.

Each application ***submitted by a foreign entity*** (FAS will determine whether an entity is considered foreign or domestic based on the entity's registration information on SAM.gov.) must also include the following forms to be considered complete:

- **SF- 424** https://www.grants.gov/web/grants/forms/sf-424-family.html
- **The Certification Regarding Lobbying.** If paragraph two of the certification applies, then complete and submit the **SF-LLL Disclosure of Lobbying.**

Applications that do not provide the required information outlined within this NOFO will be considered incomplete and will not be considered for funding. All Applicants must refer to and follow the McGovern-Dole regulations, 7 CFR § 1599.4, as well as the guidance within this notice. Further details can be found in Content Guidance section below. An Application Content Checklist can be found in Appendix A.

Applicants should review the FAS guidance for each of these sections, which requires data input directly into FAIS or submission as an attachment.

Please be aware that OMB Memorandum 18-24: Strategies to Reduce Grant Recipient Reporting Burden has been approved. After January 1, 2020, the following forms will need to be completed in SAM on an annual basis and will no longer be required to be submitted as part of your application package:

- USDA AD-3030
- USDA AD-3031
- USDA AD-1047 or USDA AD-1048 Certification Regarding Debarment, Suspension (depending on organization type)
- USDA AD-1049, USDA AD-1050, or USDA AD-1052 Certificate Regarding Drug Free Workplace Requirements (depending on organization type)
- SF-424B https://www.grants.gov/web/grants/forms/sf-424-family.html
- The Certification Regarding Lobbying. If paragraph two of the certification applies, then complete and submit the SF-LLL Disclosure of Lobbying.

c. Content Guidance

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

i. Introduction and Strategic Analysis

Under this sub-section, provide the estimated commodity cost; estimated freight cost, ITSH; administration; and, activity costs.

Cost Type	**Total Budget (USD)**
Administration	
ITSH*	
Activities	
Sub-total FAS Cash	
Estimated Commodities	
Estimated Ocean Freight	
TOTAL PROGRAM VALUE	

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 focus of the intervention.

Under this sub-section, provide the estimated commodity cost, estimated ocean freight cost, ITSH, administration, and activity costs. All Applicants, including international organizations, are required to include costs relating to ITSH: the moving of commodities from designated ports or points of entry to storage and distribution sites as well as costs of storing and distributing the commodities.

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, including a theory of change to achieve the highest-level strategic objectives. The specific activities proposed should be described according to the guidance in the Plan of Operations 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 within the U.S. government, 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 and identification of the targeted beneficiaries, regions, and specific needs of the targeted population, and the rationale for why they were chosen; Applicants must sufficiently justify the chosen regions, particularly if the target country is not a GFSS focus country.
- Describe any current programs, policies, interventions, and strategies of other stakeholders (recipient government, USG, other donors, private sector, etc. particularly those USG Agencies involved in the new USG International Basic Education Strategy) that are working to promote primary education and literacy and reduce the incidence of hunger through school feeding.
- Include information specifically identifying opportunities to collaborate with USAID per the USDA/USAID MOU. This could include coordinating on policy dialogue, teacher training and coaching, reading materials, and assessments in advance of activity design.
- Include information about Maternal Child Nutrition (MCN) activities taking place in the proposed countries and how the Applicant will coordinate with other stakeholders in carrying out MCN activities.
- Include information about the target population's access to water and sanitation facilities as well as sanitation and hygiene practices and behaviors.
- 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 weather variability and water availability that could obstruct the project's efforts to address the identified needs.
- Method of Educating the Public: State the methods of notifying consumers in the Applicant country of the source of funding for program activities;
- 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:
    - Why and with what methodology did the Applicant select the particular geographic area(s), institutions, and beneficiaries?

    - Which sources of information did the Applicant use (i.e. government agency survey, computer database, interviews, assessments, etc.)?
    - With whom did the Applicant collaborate to target particular regions, institutions, and 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.

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

Explanation of Need: FAS requires Applicants to include 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, the Applicant must provide 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.

Local Capacity Building: Applicants must explain how they will involve indigenous institutions as well as local communities and governments in the development and implementation of the activities to foster local capacity building and leadership.

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. 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. Applicants should demonstrate how their proposed 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.

iii. Sustainability and Lasting Impact

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 and (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 USG agencies.

Applicants should include information on their collaboration with the host government and their efforts to build governments capacity to take over the school feeding activities. All Applicants are encouraged to enter into an MOU with the government detailing a path forward on sustainability. Proposals must include information on any type of capacity building training, including possible technical exchanges.

iv. Literacy

The Applicant must develop activities and activity-level indicators in support of SO1, improving the literacy of school-age children. To promote improved literacy and basic reading skills 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 and basic reading skills 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 should include evidence-based interventions that effectively address the quality of literacy instruction and improve teacher effectiveness by providing continuous support and coaching. Additionally, activities should improve the quality, appropriateness, availability and effective use of reading materials. To complete the holistic approach, activities should encourage community engagement and support for literacy. 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 and reading outcomes, Applicants should design evidence-based and context-appropriate activities that focus on enhancing program design and quality such as the "5 Ts": texts, tongue, testing, teachers, and time as outlined in Part A Section 10, USDA-USAID Memorandum of Understanding on Education

Applicants should implement effective beneficiary targeting for improved literacy activities, recognizing that limited effectiveness occurs if the activities are implemented only in part. While differing by country, it is recommended that Applicants must include a minimum of ten percent of the budget to 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 and reading outcome beyond the life of the McGovern-Dole project.

Per USDA-USAID MOU priorities as stated earlier under Part A Section 10, USDA-USAID Memorandum of Understanding on Education, a strong proposal will demonstrate good program 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.

v. Nutrition

Ration Justification:
The Applicant must develop nutrition specific and sensitive activities and activity-level indicators in support of McGovern-Dole SO2. Provide a clear explanation of how the requested commodity and ration size addresses identified nutritional deficiencies of the beneficiaries. To meet the full nutritional requirements in this section, Applicants must offer at least three food components, i.e., a combination of USDA commodities and locally available foods, especially adding seasonal vegetables, fruits, and/or animal-sourced proteins, when feasible. This will encourage dietary diversity and teach children about nutrition and healthy eating. Applicants who do not offer additional components beyond USDA commodities will need to justify the reason for the omission.

Ration:
Describe the ration: whether it is a snack, beverage, or meal, and whether it will be USDA commodities alone or combined with locally available foods. Describe how often (per week, per month, etc.) the non-USDA local foods will be provided. Explain how the commodity selection was determined in the context of other nutrition programs in the country or program area 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.

Ration (portion) size:
Describe both pre-cooked and cooked (for example, 100g of Corn Soy Blend (CSB) per serving per child equals about three portions of cooked porridge). The goal is to meet the age appropriate 1/3 of the daily requirement if one meal is provided, breakfast or lunch, and/or 1/4 of the daily requirement if a snack is

provided. Therefore, Applicants must explain the intended per serving age-appropriate nutritional contribution from the ration, including calories, protein, carbohydrates, and key micronutrients.

Ration preparation:
Describe how to ensure each child receives his/her portion of food under bulk cooking situations. Consider providing a chart to illustrate the ratio of food needed compared to the number of children, and preparation instructions that cooks must follow.

Complementary activities:
Provide a description of each nutrition-sensitive activity that supports SO2, such as nutrition, health, or sanitation education; health referrals; and water, sanitation, and hygiene activities. If an Applicant is a current or past McGovern-Dole implementer, describe successes and challenges from previous experiences and efforts to improve project implementation.

Ration indicator(s):
Applicants who offer additional components beyond USDA commodities are required to track these additions using one or more custom indicators. Potential custom indicators may include, but are not limited to, number of meals provided that include fruits, vegetables, and/or animal-sourced proteins, in addition to the USDA commodities. Amount (number of kilograms) of fruits, vegetables, legumes, and/or animal-sourced foods provided in addition to the USDA commodities; and/or number of children who receive [x] or more meals per week that include fruits, vegetables, legumes, and/or animal-sourced proteins in addition to the USDA commodities.

Ration calculations:
The total amount of each commodity must be calculated, using the following formula 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.

For example: 100,000 students receive100 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 is1,800 MT. The Applicant must split out commodities and tonnages by the intended delivery month/year to U.S. port within FAIS.

If applicable, the Applicant may provide information on any commodities that would be acceptable substitutions for the proposed commodities.

Applicants who offer additional components beyond USDA commodities are required to track them using one or more custom indicators. Potential custom indicators may include, but are not limited to: number of meals provided that include fruits, vegetables, legumes, and/or animal-sourced foods in addition to the USDA commodities; number of kilograms of fruits, vegetables, legumes, and/or animal-sourced foods 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.

Maternal and Child Nutrition

Ration:
Applicants are encouraged to provide rations for pregnant and lactating women and children under five who live within the communities that receive McGovern-Dole school meals. USDA commodities may be offered alone or combined with locally available foods provided with non-USDA funds or by the community, or through school or community gardens, orchards, or local value chains, livestock and fisheries. Describe the ration size and nutritional contribution, including calories and nutrients.

Complimentary activities:
These activities must take place in the same catchment areas as the schools under the proposed project and Applicants must describe how they will be coordinated with the school meals component.

Illustrative examples of maternal and child nutrition activities could include, but are not limited to, early childhood development centers; growth monitoring and promotion; take-home rations conditional upon promoted maternal and infant and young child feeding and care behaviors; and social and behavior change interventions like counseling, peer group education, cooking demonstrations, mass media campaigns, etc. Applicants should also consider the need for medical referrals for childhood illnesses, acute malnutrition, maternal malnutrition, and other related conditions. Applicants must describe how their proposed project aligns with existing maternal and child nutrition policies, strategies, institutional structures, and programs at the national and sub-national levels, and ensure their project is carried out in collaboration with the Ministry of Health or another relevant ministry where possible.

Rather than choosing to implement their own maternal and child nutrition activities, Applicants are also encouraged to work with and/or build on any existing nutrition activities to maximize impact, including other activities implemented by the Applicant, other organizations, or host government agencies in the same school catchment areas. Applicants should distinguish which activities will be implemented only by the Applicant, and those implemented in coordination with other partners.

Applicants must link their maternal and child nutrition activities to the McGovern-Dole results framework, including intermediate result, “Increased knowledge of nutrition” (McGovern-Dole 2.3), and objective, “Increased use of Health, Nutrition and Dietary Practices” (McGovern-Dole SO2). Applicants should also add additional, complementary results reflecting maternal and child nutrition activities to their project-level framework.

MCN Indicators:
Applicants must propose custom indicators to measure maternal and child nutrition results, following global best practices for nutrition monitoring and evaluation, if results are not already addressed by McGovern-Dole standard indicators. Relevant Feed the Future indicators have been incorporated into the set of McGovern-Dole standard indicators in FY 19. Applicants may review the relevant USAID Food for Peace indicators (see Food for Peace indicator handbooks), among other resources, to identify applicable, established indicators if custom indicators are needed. During the agreement negotiation phase, successful Applicants may be required to add applicable disaggregates for pregnant and lactating women and children under five years old to relevant standard indicators.

vi. Organizational Capacity and Staffing

Applicants must clearly demonstrate organizational capabilities to develop, manage, implement, monitor and report, and provide for accountability and sustainability for the proposed project in the target country. Project management capability and current and past experience in implementing food aid (literacy, agriculture, nutrition, or logistics and procurement projects), including experience within the target country, must be included in this narrative.

The narrative should also include information on the staffing plan. The staffing plan should include a brief description of all long-term staff positions and levels of experience. Applicants should propose an overall staffing plan that demonstrates technical and regional/national expertise required for efficient and effective project implementation, administration and management. The staffing plan should be as cost effective as possible. 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.

Within the Organizational Capacity and Staffing narrative, Applicants must also identify any subrecipient that would be involved and provide a description of each subrecipient responsibilities and its capability to perform those responsibilities. Subrecipient means a non-Federal entity which receives procured commodities, FAS-provided funds, program income, sale proceeds, 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 the Applicant for the use of such commodities, funds, program income, sale proceeds, or resources. The subrecipient DUNS number should be included in the description. If subrecipients are proposed, project-specific commitment letters should be included. The project-specific commitment letters should be separate attachments beyond the page limit of the Organizational Capacity and Staffing narrative.

- *Organizational Chart (submitted as a separate attachment beyond the page limits of the Organizational Capacity and Staffing narrative):* Applicants must include appropriate and adequate organizational chart that include and note key personnel positions and the roles and responsibilities of each position. The information on key personnel will be added to the Plan of Operations in the final award package, should the application be selected for funding. Applicants should refer to their organization's internal administrative policies for determining key personnel, which may include positions such as the Chief of Party, Country Director, or Program Manager etc.

- *Curriculum Vitae (CV) for proposed lead project manager (submitted as a separate attachment):* As part of the proposal, the Applicant must attach the CV for the lead McGovern-Dole project manager (e.g., Chief of Party, Country Director, or Program Manager etc.) for the proposed project. This person will provide major oversight of the proposed project. The CV must clearly demonstrate the lead project manager's relevant work experience and qualifications.

- *In-Country Registration (included in Organizational Capacity and Staffing narrative):* The Applicant must disclose its registration status in the targeted country. Applicants not registered must include a plan to become registered and a timeline to complete the registration process.

- *Past Performance Records (submitted as separate attachments beyond the page limits of the Organization Capacity and Staffing narrative):* Applicants should attach completed past performance records for no more than three grants or contracts implemented by the organization. Include the contact information for the reference so that information may be verified. Applicants are encouraged to include past performance records of grants or contracts that are similar to the scope and size of programming in the Applicants' proposal, including those of grants or contracts implemented in the proposed country and/or specifically mentioned in the Applicant's introduction section of the proposal. Applicants are strongly encouraged to include at least one past performance record for past or active awards outside of the McGovern-Dole International Food for Education and Child Nutrition, Local and Regional Procurement or the Food for Progress (FFPr) programs. These reference forms are outside of page limit restrictions.

- *Guidance for Audited Financial Statements (submitted as separate attachments beyond the page limites of the Organizational Capacity and Staffing narrative):* Applicants should attach the organization's most recent audited financial statements, if applicable. 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.

vii. Monitoring and Evaluation

a. Project-Level Results Frameworks

All Applicants are required to submit a Project-Level Results Framework (RF). The RF submitted as part of the application process should be no more than 5 pages. A results framework has two components:

- A graphical representation of the project's theory of change, describing the cause-and-effect linkages outlined in the strategic analysis. This must clearly identify and articulate how the proposed project will contribute to USDA Food Assistance Program results frameworks, as shown in Appendix F – McGovern-Dole Results Framework. The Project-Level Results Framework 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 (Strategic Objective (SO)).
- Use the McGovern-Dole Program-Level RF as the basis of their Project-Level RF. 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 RFs, 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.
- Be constructed of components that are:
  - Statements of result, not a process or activity
  - Uni-dimensional, generally one element per result statement
  - Precise and clearly understood without having to look at indicators or other project documents for definition
  - Measurable and objectively verifiable so that it can be monitored and used for management purposes
  - Identify intermediate results which are necessary and sufficient to achieve the SO.
- 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.
- Provide a framework that can be effectively monitored, analyzed, reported on, and evaluated in a manner that supports the methodology outlined in the evaluation plan.
- A narrative text that, referring to existing research that supports the proposed causal linkages, accomplishes the following:

- Provides a cause-and-effect theory of change often referring to existing research
- Identifies critical assumptions that support the theory of change. Critical assumptions are external conditions that are necessary for success of the project, but over which the project implementers have little or no control. Critical assumptions that have a high-probability of occurring and, if realized, will prohibit the project from achieving its desired results are defined as "killer assumptions." Generally, projects should not have killer assumptions.

Finally, the results framework 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 intermediate results which lead to the strategic objective(s) 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. If activities do not align with results, these should be reconsidered, and the budget should be revised to include activities that directly support results.

For additional information on Results Oriented Management in FAS's food assistance programs, see Appendix G - Manual for the Use of Results Frameworks.

b. 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. Performance indicators identify how to recognize the success of the project and help to clarify results. Applicants should include, at a minimum, these columns in the table: Performance Indicator, Standard or Custom, Baseline Value, Year 1 Target, Year 2 Target, Year X Target (number to correspond to number of years in the project), and Life of Project Target. The table should include columns for annual targets for each year of the project (Year 1, Year 2, Year X, etc.). The indicator table submitted as part of the application process should be no more than 4 pages.

Standard McGovern-Dole performance indicators are required, where appropriate.[4] See Appendix H for McGovern-Dole standard definitions. If a

[4] For more information see the Food Assistance Indicator Handbook https://apps.fas.usda.gov/fais/public/files/FAD%20Indicator%20Handbook_Feb%202019.pdf

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.[5]

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. 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.

c. 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 for performance monitoring indicators and a baseline report. All evaluations must be conducted by an independent third party that:

- Is financially and legally separate from the participant's organization;

[5] For more information see the FAS Monitoring and Evaluation Policy https://apps.fas.usda.gov/fais/public/files/FAD%20MandE%20Policy_Feb%202019.pdf

- Has staff with demonstrated knowledge, analytical capability, language skills and experience in conducting evaluations of development programs involving agriculture, education, and nutrition;
- Uses acceptable analytical frameworks such as comparison with non-project areas, surveys, involvement of stakeholders in the evaluation, and statistical analyses;
- Uses local consultants, as appropriate, to conduct portions of the evaluation; and,
- 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. 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-age children, including how the project intends to measure changes in reading outcomes, particularly the use of a context-appropriate early grade reading assessment. Evaluation plans should also address how to measure the use of health, nutrition and dietary practices.

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 12 pages. The Applicant must submit 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 can be referenced here, and the overview should 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 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, if applicable. 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.

- **Alignment with the McGovern-Dole Learning Agenda:** Review the Learning Agenda provided on the FAIS homepage - McGovern-Dole Learning Agenda. The Learning Agenda was designed to address key research and evaluation questions that align not only with the theory of change outlined in the McGovern-Dole program-level Results Framework, but also the broader school meals program theory. Recognizing that some questions posed in the Learning Agenda lend themselves to broad research, the project-level evidence developed in the course of implementing a McGovern-Dole project can *contribute* to building the evidence base for many of the questions. Applicants must include a short section in their evaluation plan explaining which questions in the Learning Agenda their proposed evaluations and/or special studies will help answer, and how.

- **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. Plan of Opertion and Activities 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. The FAD Monitoring and Evaluation Policy (Appendix I) states that proposals should allocate a minimum of three percent (3 percent) of the total project budget to M&E. Costs vary considerably across evaluations and typical budget line items for evaluation include:
    - 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 Aid Division Monitoring and Evaluation Policy (Appendix I) states that Applicants should include key monitoring and evaluation personnel in labor costs. Applicants must allocate, at a minimum, three percent (3%) of the project budget towards monitoring and evaluation. The three percent minimum is exclusive of organization monitoring and evaluation staff salaries and staff travel. Design of monitoring databases, database licenses, infrastructure for data collection such as tablets, and external contracts for evaluations and special studies are typically included in the three percent minimum. Cost share is not included in the project budget when determining the three percent minimum. For evaluation plans which include conducting impact evaluations, FAS expects costs to range between five to ten percent (5% - 10%) of the project budget.

Evaluation budget information should be included as described in E 2: Administrative

viii. Commodity Management

The Applicant must clearly describe the appropriateness of each type of commodity selected for the proposed project in the targeted country. All U.S.-donated commodities adhere to food safety standards established by the U.S. Food and Drug Administration. The application must include a clear explanation of how the requested commodities will be programmed, managed, 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.

Commodity List

Each proposal must include information on the commodities requested. Applicants must complete the following required information.

- 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 U.S. Port (Month & Year)

Special Needs and Distribution Methods
Each proposal must include detailed information on special needs, Applicant's commodity management, and distribution standards. Each text section has a 5,000 maximum character limit in FAIS. Please use the following guidance listed below 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 1599.8 (a)). 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. USDA will not pay for any customs, duties, tolls or taxes. 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)).

ix. Budget

Per 7 CFR § 1599.4(b)(4), Applicants must submit a budget summary and budget narrative that details the amount of any FAS-provided funds and program income that the Applicant proposes to use to fund the administrative costs, internal transportation, storage, and handling costs, and activity costs. In order to assess the overall cost effectiveness of a proposal, FAS requires all Applicants to provide the following budgetary materials:

- *A budget summary* (see Appendix D) that presents the proposed overall funding for administrative, internal transportation, storage and handling and activity expenses, and shows funding amounts for the specific line items that make up those expense categories (one page).
- *A budget narrative* (See Appendix E) that demonstrates in greater detail the composition of each line item, the budget's overall cost effectiveness, and an adherence to applicable cost principles (twenty pages)
- *A negotiated indirect cost rate agreement* (NICRA) that details the organization's current indirect rates; Applicants should attach the organization's most up-to-date NICRA. If the Applicant's organization does not have a NICRA, or it is not applicable, attach a brief note explaining the absence of this document.
- *A completed and signed SF-424*. Applicants must complete, sign, and upload the SF-424. Please note that an unsigned SF-424 will not be accepted. Applicants can download a blank SF-424 on the USDA-FAS website at: http://www.fas.usda.gov/grants/forms/default.asp.

x. In the Food Aid Information System (FAIS)

The information submitted into FAIS will be duplicative information that has already been outlined in the attachments but is necessary. For an application to be submitted all sections of FAIS below must be filled out. This is a technical limitation of the system. Sections that must be filled out in FAIS are:

- Introduction Section
- Introduction Details [found elsewhere in the attachments]
- Key Personnel [found elsewhere in the attachments]
- Commodity Section [duplicative of Commodity Management section 10]
- Commodity List
- Special Needs & Distribution Methods
  - Transportation and Storage
  - Processing or Repackaging
  - Duty Free Entry
  - Economic Impact
  - Ration Justification
- Result Section
- Results [duplicative of Results Framework section 4]
- Activities [duplicative of Plan of Operations section 5]

- Mapping [duplicative of Results Framework section 4]
- Other Details [found elsewhere in the attachments]
    - Cash or Non-cash Contributions
    - Subrecipients
    - Government and Non-Governmental Agencies
    - Method of Choosing Beneficiaries

3. Unique Entity Identifier and System for Award Management (SAM)

Each Applicant, unless excepted under 2 CFR § 25.110(b) or (c), or has an exception approved by USDA-FAS under 2 CFR § 25.110(d), is required to: (i) be registered in SAM before submitting its application; (ii) provide a valid unique entity identifier in the application; and (iii) continue to maintain an active SAM registration with current information at all times during which the Applicant has an active federal award or an application or plan under consideration by FAS. Applicants without an active SAM registration or exception will be found ineligible and the application will not be considered for funding. Each subrecipient organization must also have active SAM registrations before the subaward is signed, unless the organization has an exemption approved by USDA-FAS under 2 CFR § 25.110(d).

4. Submission Dates and Times

Application Start Date:	March 26, 2019
Application Submission Deadline:	May 29, 2019 prior to 5:00:00 P.M. EDT

FAS will run a report from the FAIS system showing all submissions prior to 5:00:00 P.M. EDT on May 29, 2019**. Applications received after this date and time will not be considered**. Applicants should begin the application process early to allow time to address any difficulties that may arise. There will be no exceptions to the application deadline.

Anticipated Funding Selection Date: July 30, 2019

Anticipated Award Date: September 30, 2019

5. Intergovernmental Review

This program is not subject to E.O. 12372

6. Funding Restrictions

Generally, funds may not be used in any manner that is prohibited by 2 CFR Part 200 and 2 CFR Part 400. Any funding restrictions stated in the Budget Narrative section or any section within this document also apply to FAS grant agreement funds. In addition, FAS grant agreement funds may only be used for the purpose set forth in the award and must be consistent with the statutory authority for the award. Grant agreement funds and non-monetary support may not be used for matching contributions for other federal grants or cooperative agreements, lobbying, or intervention in federal regulatory or adjudicatory proceedings. Federal employees are prohibited from serving in any capacity (paid or unpaid) on any proposal submitted under this program. Federal employees may not receive funds under this award. Also, federal funds may not be used to sue the Federal Government or any other government entity. If an award is made, the Applicant may incur pre-award costs consistent with the guidance provided in the award letter.

a. Management and Administration (M&A) Costs:

M&A costs are not allowable.

b. Indirect Facilities & Administrative (F&A) Costs:

F&A costs are allowable. Organizations with a current Negotiated Indirect Cost Rate Agreement (NICRA) from a cognizant U.S. Government agency, must submit that NICRA with their proposal; indirect costs will be allowable as defined in that NICRA. Organizations that have never had a NICRA may elect to:

- Charge a de minimis rate of 10% of modified total direct costs (MTDC), which may be used indefinitely. As described in §200.403 Factors Affecting Allowability of Costs, costs must be consistently charged as either indirect or direct costs but may not be double charged or inconsistently charged as both. If chosen, this methodology once elected must be used consistently for all federal awards until such time as a non-federal entity chooses to negotiate for a rate, which the non-federal entity may apply to do at any time. For more information, see 2 CFR Part 200.414.
- Develop a negotiated rate, upon notification that an award will be made. In this case, organizations should develop a tentative indirect cost rate proposal based on its most recently completed fiscal year, in accordance with the cognizant agency's guidelines for establishing indirect cost rates and submit it to the cognizant agency. Applicants awaiting approval of their indirect cost proposals may also request indirect costs. When an indirect cost rate is requested, those costs included in the indirect cost pool should not also be charged as direct costs to the award.

7. **Other Submission Requirements:**

a. **Method of Submission**

The entire application package must be submitted electronically through the proposal entry module of FAS's FAIS, located at: https://apps.fas.usda.gov/fais/public. **Any automatic response from FAIS that the proposal has been received does not constitute a statement that the proposal is complete.**

b. **Questions on NOFO**

Comments regarding this request for applications will be considered to the extent practicable and should be submitted to ppded@fas.usda.gov. Questions must be received no later than May 22, 2019, and responses to questions will be posted on FAIS within three (3) business days.

c. **Technical Difficulties**

If an Applicant is experiencing technical difficulties, phone: (202) 720-2637 or e-mail: ppded@fas.usda.gov.

E. APPLICATION REVIEW INFORMATION

1. Criteria

Applications are evaluated on the areas of criteria and merit in Table 3. FAS may invite comments from other federal and non-federal reviewers on its award recommendations, but FAS will make the final determination on which applications to fund.

Prior to making a Federal award, the Federal awarding agency is required by 31 U.S.C. 3321 and 41 U.S.C. 2313 to review information available through any OMB-designated repositories of government-wide eligibility qualification or financial integrity information. Therefore, application evaluation criteria may include the following risk-based considerations of the Applicant: (1) financial stability; (2) quality of management systems and ability to meet management standards; (3) history of performance in managing federal award; (4) reports and findings from audits; and (5) ability to effectively implement statutory, regulatory, or other requirements

Table 3: Evaluative Areas of Criterion and Merit

Evaluative Areas of Criterion	Merit
Introduction and Strategic Analysis*	14

Evaluative Areas of Criterion	**Merit**
Plan of Operation and Activities	13
Sustainability and Lasting Impact	12
Literacy	7
Nutrition	7
Organizational Capacity and Staffing	12
Monitoring and Evaluation	10
Commodity Management	10
Budget	10
Overall Application Quality	5
Negative Factors	-5 (Deduction)
Positive Factors	+5 (Bonus)

NOTE: There is no cost share or match requirement for this program, however when scoring applications, FAS will take into consideration a well-reasoned cost share described. Reference Part E Section 7 Positive Factors, and Part C Section 4 Cost Share Requirements.

The content requirements for each evaluative area in Table 1 are described in Part D Section 2 (c) Content Guidance, except Overall Application Quality. This entire application package will be taken into consideration when scoring Overall Application Quality. This includes spelling, grammar, commodity inconsistencies, page limits, overall consistency, and adherence to the NOFO guidance.

2. Review and Selection Process

FAS will conduct an initial sufficiency review of applications to determine the Applicant's eligibility and the application's completeness. (Refer to Appendix A for the Application Content Checklist). If an Applicant is determined to be ineligible (see Part C) or an application is determined to be incomplete (see Part D), it will not be reviewed. FAS will notify the Applicant of rejected applications.

All complete and eligible applications will be reviewed as described below.

FAS will assemble reviewers which may include both federal and non-federal reviewers to review the applications. A separate panel will be convened to discuss the merits and demerits of each proposal submitted per country guidance.

Following each panel review, FAS staff will score and rank each proposal. Subject to funding availability, top ranked proposals will be selected for funding.

In addition, FAS may perform an additional review of the Applicant organization and any proposed key personnel. This may include reviewing audit reports, publicly available materials and/or government databases and may have a bearing on award outcome. If an application includes a subrecipient, FAS may request to speak with all parties included in the application to ensure sufficient planning and coordination has taken place prior to making an award.

Confidentiality and Conflict of Interest: technical and cost proposals submitted under this funding opportunity will be protected from unauthorized disclosure in accordance with applicable laws and regulations. FAS may use one or more support contractors in the logistical processing of proposals. However, funding recommendations and final award decisions are solely the responsibility of FAS personnel.

During the review process, FAS will respect any information which the Applicant has marked as proprietary or business sensitive. Refer to Part H Section 1 for additional information on marking proprietary information.

FAS screens all reviewers for potential conflicts of interest. FAS will require all reviewers to complete and sign conflicts of interest and nondisclosure forms. FAS will keep the names of submitting institutions and individuals as well as the substance of the applications confidential except to reviewers and FAS staff involved in the award process. FAS will destroy any unsuccessful applications after three years following the funding decision.

FAS strongly discourages, and will not consider, any materials submitted by or on behalf of the Applicant other than those materials specifically requested in this notice of funding opportunity.

FAS will notify all Applicants electronically of funding decisions. Unfunded Applicants may send a written request to ppded@fas.usda.gov to receive a written summary of comments related to the evaluation criteria, along with the points awarded to the application for each of the evaluation criteria. FAS will send the written summary to the Applicant within 60 days of the request. Additional information beyond that described here will not be provided.

3. Review of Integrity and Performance Information

a. Prior to making a Federal award with a total amount of Federal share greater than the simplified acquisition threshold as defined by 48 CFR § 2.101, the Federal awarding agency is required to review and consider any information about the Applicant that is in the designated integrity and performance system accessible through SAM (currently FAPIIS).

b. An Applicant, at its option, may review information in the designated integrity and performance systems accessible through SAM and comment on any information about itself that a Federal awarding agency previously entered and is currently in the designated integrity and performance system accessible through SAM.

c. The Federal awarding agency will consider any comments by the Applicant, in addition to the other information in the designated integrity and performance system, in making a judgment about the Applicant's integrity, business ethics, and record of performance under Federal awards when completing the review of risk posed by Applicants as described in 2 CFR §200.205 Federal awarding agency review of risk posed by Applicants.

4. Anticipated Announcement and Award Date

FAS plans to notify Applicants selected for awards around July 30, 2019 and will finalize agreements by September 30, 2019.

Successful Applicants on the Appendix C: Potable water technology will be notified shortly after announcing McGovern-Dole awards.

5. Non-Responsiveness Criteria

FAS will not review or provide feedback on applications that are:

a. Incomplete; please refer to Part D Section 2 for a description of what elements and attachments must be included for an application to be considered complete.
b. Ineligible; please refer to Part C for a description of which entities are eligible to submit an application.
c. Late; all applications must be submitted by the application deadline. There are no exceptions for any reason.

6. Negative Factors

FAS seriously considers an Applicant's past performance on both USDA and USG-wide programs. To determine suitability for receiving and responsibly managing federal awards, the following negative factors will be considered for each Applicant. These negative factors will be scored and can result in a maximum of five points deducted from the Applicant's overall score.

a. FAS or other USG agencies have formally expressed concerns, either via letter or e-mail, regarding the Applicant's past performance on previous FAS-funded projects.
b. FAS or other USG agencies have terminated an agreement with the Applicant within the past three years as a result of a violation of the agreement by the organization.
c. The Applicant failed to pay a single substantial debt, or a number of outstanding debts (not including sums owed to the USG under the Internal Revenue Code) owed to any federal agency or instrumentality, provided the debt is uncontested by the Applicant or, if contested, provided that the Applicant's legal and administrative remedies have been exhausted. (This information will be sought by FAS within the Federal Awardee Performance and Integrity Information System; FAPIIS.gov.)
d. The Applicant failed to submit to FAS, or submitted after the due date, at least two required reports within the past three years. Required documentation includes semiannual performance reports, semiannual financial reports, A-133 audits, subrecipient agreements, and all other documentation required in the Applicant's agreement.
e. The Applicant has, on at least two occasions within the past three years, failed to respond, or responded late, to an FAS deadline for documents required during a compliance review or during the close-out of an agreement, or failed to notify FAS of commodity losses within 15 days.
f. The Applicant 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 and/or significant deficiencies.
g. The Applicant has experienced a significant commodity loss valued at $20,000 or greater for which it was responsible during the past three years.

7. Positive Factors

These positive factors will be scored and can result in a maximum of five points bonus to the Applicant's overall score.

a. Although not required in the proposal submission, if there is a well-reasoned cost sharing component it is encouraged. To qualify for positive factor points, cost share should be equivalent to 1 percent or more of the total operating budget. Cost share will be evaluated in terms of both dollar value and reasonableness (ability to implement).
b. FAS supports 2014 Executive Order 13677 on Climate Resilient International Development and encourages Applicants to consider climate resilience in their impact analyses. To qualify for positive factor points, Applicants should provide a

compelling explanation of how the project will contribute to climate resilience. Please be specific in describing how the project makes a difference from a baseline scenario (i.e., if the project did not exist).

F. FEDERAL AWARD ADMINISTRATION INFORMATION

1. Federal Award Notices

FAS will notify each Applicant in writing of the decision regarding its proposal via FAIS. Once the approved Applicant accepts the award, FAS will begin negotiations with the Applicant to develop a cooperative agreement. The selection of this funding instrument entails substantial involvement with FAS and the Applicant sharing responsibility for the management, control, direction, or performance of the agreement. The agreement will incorporate project details as approved by FAS in accordance with the McGovern-Dole regulations, 7 CFR § 1599.

2. Administration and National Policy Requirements

a. **Standard Administrative Terms and Conditions**

All successful Applicants for all grant and cooperative agreements are required to comply with Standard Administrative Terms and Conditions, which are available online at:

https://www.fas.usda.gov/grants/general_terms_and_conditions/default.asp

The applicable Standard Administrative Terms and Conditions will be for the last year specified at that URL, unless the application is to continue an award initially awarded in an earlier year. In that event, the terms and conditions that apply will be those in effect for the year in which the award was originally made unless explicitly stated otherwise in subsequent mutually-agreed amendments to the award.

Before accepting the award, the potential awardee should carefully read the award package for instructions on administering the grant award and the terms and conditions associated with responsibilities under Federal Awards. Recipients must accept all conditions in this NOFO as well as any Special Terms and Conditions in the Notice of Award to receive an award under this program.

Applicants which are foreign entities are required to comply with USDA Standard Terms and Conditions for Foreign Organizations which are found in Appendix L and Appendix M.

b. **National Policy General Terms and Conditions**

The cooperative agreements awarded under the McGovern-Dole program are administered under 7 CFR § 1599 and 2 CFR § 200. In addition to the above, all successful domestic Applicants for all grant and cooperative agreements are required to comply with National Policy General Terms and Conditions, which are available online at:

https://www.fas.usda.gov/grants-and-cooperative-agreements-national-policy-general-terms-and-conditions

Applicants which are foreign entities are required to comply with USDA Standard Terms and Conditions for Foreign Organizations which are found in Appendix L and Appendix M.

3. Reporting

McGovern-Dole funded Applicants will be required to provide the following: semiannual financial reports, semiannual performance reports, and annual property reports (if applicable).

a. Federal Financial Reporting Requirements

Semiannual financial reports are to be submitted via FAIS and will follow the budget summary template.

For the October 1 – March 31 reporting period, the due date is April 30. For the April 1 through September 30 reporting period, the due date is October 30 (2 CFR 200.327). If the first semiannual financial report covers less than two months of work, it will be exempted from submission requirements as the award will have only recently been signed. The first report will be due for the following reporting period.

FAS requires only the FAIS financial report. FAS does not require the standard SF-425 within this program as per usual agency requirements. All reports must be submitted via FAIS. FAS reserve the right to require more frequent reporting, but none more frequent than quarterly.

b. Program Performance Reporting Requirements

Semiannual Performance Reports must be submitted via FAIS. Performance reports must provide information on the overall progress of the project.

For the October 1 – March 31 reporting period, the due date is April 30. For the April 1 through September 30 reporting period, the due date is October 30 (2 CFR 200.328). If the first semiannual financial report covers less than two months of work, it will be exempted from submission requirements as the award will have only recently been signed. The first report will be due for the following reporting period.

All reports must be submitted via FAIS. FAS reserves the right to require more frequent reporting, but none more frequent than quarterly. Changes in the original project timelines must be approved by FAS prior to their implementation.

c. Property Reporting Requirements

If applicable, the real property reporting form must be submitted via FAIS. This is due annually and must be on the SF-429.

d. Closeout Reporting Requirements:

Within 90 days after the end of the period of performance, or after an amendment has been issued to close out a grant, whichever comes first, recipients must submit a final FFR and final progress report detailing all accomplishments and a qualitative summary of the impact of those accomplishments throughout the period of performance.

If applicable, an inventory of all construction projects that used funds from this program has to be reported using the Real Property Status Report (Standard Form SF 429) available at:

https://www.gsa.gov/portal/forms/download/149866

After these reports have been reviewed and approved by the Food Assistance Division, Program Administration and Monitoring Branch, a close-out notice will be completed to close out the award. The notice will indicate the period of performance as closed, list any remaining funds that will be de-obligated, and address the requirement of maintaining the records for three years from the date of the final federal financial report.

The recipient is responsible for returning any funds that have been drawn down but remain as unliquidated on recipient financial records.

4. Pre-Award Costs

Pre-award costs will only be allowable for costs which would be allowable if incurred after the date the Federal award is made and only with the prior written approval of the Federal awarding agency (2 CFR § 200.458).

5. Negotiations

Prior to signing cooperative agreements, FAS will enter into negotiations with selected Applicants. 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 Applicant to comply with applicable regulations; and
- Any special terms and conditions;

Additional information to determine that the Applicant is capable of complying with the requirements in 7 CFR § 1599 and/or special terms and conditions are required.

During the negotiations phase, FAS will also ensure that cost share, especially cost share which may have impacted the application's review score (refer to Part E Section 1 and Part E Section 7) is retained.

Failure to satisfactorily resolve such elements of the agreement identified by FAS may prevent a timely signing of an agreement and may result in the award being rescinded.

6. Audit Compliance

The Recipient must comply with the timeframes established in 2 CFR § 200, Subpart F for the submission of their audits 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 Applicant shall arrange for such audit and submit it to FAS, via FAIS.

7. Monitoring

FAS, through its authorized representatives, has the right, at all reasonable times, to make site visits to review project accomplishments and management control systems and to provide such technical assistance as may be required. During site visits, FAS will review Recipients' files related to the program. As part of any monitoring and program evaluation activities, Recipients must permit FAS, upon reasonable notice, to review program-related records and to interview the organization's staff and clients regarding the program, and to respond in a timely and accurate manner to FAS requests for information relating to their program.

8. Other Requirements of Performance

a. Organizational Chart

Upon signature by both parties, FAS requires that the Applicant receive approval for key personnel in the form of an organization chart, which must be submitted within 30 days of notification of award. FAS considers any staff with general management responsibility to be key personnel, such as: the Country Director, Monitoring and Evaluation Specialist, Finance Director, or any other critical technical staff who oversee activity implementation. After approval of these staffing positions, the Applicant must notify FAS of the departure or absence for more than three months or for a reduction of level of effort equal to or surpassing 25 percent of any key personnel and amend the agreement document. This is required by 2 CFR § 200.308(c).

b. Annual Work Plan

Within 30 days from the signing of the agreement, the Applicant will provide a detailed annual work plan for the project, to be approved by FAS that will describe all activities, their sequence and timeframes, all outputs and results, and detail milestones and key performance indicators with targets. Subsequent annual work plans will be due on September 1 of each year.

c. Monitoring and Evaluation Requirements

Additionally, McGovern-Dole funding Applicants will be required to provide the following: an evaluation plan, a PMP, a baseline study, and a final evaluation.

d. Subaward Requirements

McGovern-Dole Applicants will be required to submit subaward agreements through FAIS. Any subcontract which exceeds the Simplified Acquisition Threshold must also be submitted to FAS through FAIS.

9. Program Income

Program income is not required. If program income is anticipated, it should be recorded in the program income field of the Standard Budget Summary. When program income is actualized during the life of the award, it should be added to the budget for Activities through a budget amendment. See 2 CFR 200.307 for additional guidance.

G. AWARDING AGENCY CONTACT INFORMATION

1. Contact and Resource Information

For general questions related to McGovern-Dole, Applicants and other interested parties are encouraged to contact:

Benjamin Muskovitz
Director
Food Assistance Division
Office of Capacity Building and Development
Foreign Agricultural Service
U.S. Department of Agriculture

2. Hours of Operation

Monday - Friday 9:00 A.M. – 5:00 P.M. EDT

3. Address

1400 Independence Ave. SW Stop 1034
Washington, DC 20250

4. Phone, Fax, Email

Phone: (202) 720-2637
Fax: (202) 690-0251
Email: ppded@fas.usda.gov

Individuals with questions regarding the NOFO or IT issues with FAIS must submit questions in writing to the above e-mail address. Answers to all questions regarding the NOFO will be posted to the FAIS homepage within three days.

Individuals lacking internet access, who would like access to the questions and answers, please contact FAD at the number or address above and provide your address or fax number and FAS will provide all questions and responses posed about the NOFO.

H. ADDITIONAL INFORMATION

1. Proprietary Information

Applicants wishing to mark information in their application as proprietary or business sensitive must do so. Applicants should indicate which information or pages are proprietary or business sensitive through footnote notations. FAS will treat the information as such. In the event of a request through the Freedom of Information Act, FAS will work with the Applicant/Awardee to ensure business sensitive information is respected. Information which is proprietary or business sensitive may be exempt from FOIA disclosure according to Exemption (b)(4) as cited in the Act viewed through USDA's Office of the Assistant Secretary for Civil Rights here.

2. Extensions

Extensions to this program are allowed. Applicants may request a no-cost extension in order to complete all project activities. The request must be submitted 60 days prior to the expiration of the performance period. Requests for extensions are subject to approval by FAS.

3. Prior Approval

The Recipient shall not, without the prior written approval of FAS, request reimbursement, incur costs or obligate funds for any purpose pertaining to the operation of the project, program, or activities prior to the approved Budget Period/Performance Period.

4. Program Income

In the event program income becomes available to the recipient post-award, it is the recipient's responsibility to notify the FAS Program Manager to explain how that development occurred, as part of their request for guidance and/or approval. The Program Manager will review approval requests for program income on a case-by-case basis; approval is not automatic. Consistent with the policy and processes outlined in 2 C.F.R. Part 200, pertinent guidance and options, as determined by the type of recipient and circumstances involved, may be approved by the Grant Officer. If approval is granted, an award modification will be issued with an explanatory note.

5. Budget Revisions

Transfers of funds between direct cost categories in the approved budget when such cumulative transfers among those direct cost categories exceed ten percent of the total budget approved in this Award require prior written approval by the FAS Program Manager.

The Recipient shall obtain prior written approval from the FAS Program Manager for any budget revision that would result in the need for additional resources/funds.

The Recipient is not authorized at any time to transfer amounts budgeted for direct costs to the indirect costs line item or vice versa, without prior written approval of the FAS Program Manager.

APPENDIX A - Application Content Checklist

1. **Applicant Requirements**
   - ❑ Registered in SAM and maintaining an active account
   - ❑ DUNS number for Applicant
   - ❑ DUNS number for proposed subrecipients

2. **Uploaded to FAIS as Attachments**[6]
   - ❑ Introduction and Strategic Analysis: a maximum of sixteen pages
   - ❑ Plan of Operations and Activities: a maximum of sixteen pages
   - ❑ Potable Water Technologies Activity: a maximum of five pages (optional)
   - ❑ Graduation and Sustainability: a maximum of five pages
   - ❑ Results Framework: a maximum of five pages
   - ❑ Performance Indicators: a maximum of four pages
   - ❑ Evaluation Plan: a maximum of twelve pages
   - ❑ Organizational Capacity and Staffing: a maximum of eight pages
   - ❑ Organizational and Key Personnel Chart: no page limits
   - ❑ Curriculum Vitae: no page limits
   - ❑ Commodity Management: a maximum of three pages
   - ❑ Literacy: a maximum of five pages
   - ❑ Nutrition: a maximum of five pages
   - ❑ Summary Budget: a maximum of one page
   - ❑ Budget Narrative: a maximum of twenty pages
   - ❑ Letters of Support: no page limits (not required)
   - ❑ Visuals (maps, graphic organizers, etc.): no page limits (not required)
   - ❑ AD-3030 **(Not applicable for foreign organizations)**
   - ❑ AD-3031**(Not applicable for foreign organizations)**
   - ❑ USDA AD-1047 or USDA AD-1048 Certification Regarding Debarment, Suspension (depending on organization type) **(Not applicable for foreign organizations)**
   - ❑ USDA AD-1049, USDA AD-1050, or USDA AD-1052 Certificate Regarding Drug Free Workplace Requirements (depending on organization type **(Not applicable for foreign organizations)**
   - ❑ SF-424 https://www.grants.gov/web/grants/forms/sf-424-family.html
   - ❑ SF-424B https://www.grants.gov/web/grants/forms/sf-424-family.html **(Not applicable for foreign organizations)**
   - ❑ The Certification on Lobbying Grants.gov Lobbying Form and SF-LLL
   - ❑ Applicant's most recent Single Audit
   - ❑ Applicant's current NICRA rate

[6] PDF preferred unless otherwise stated in the guidance.

- ❑ Completed past performance records for no more than three grants or contracts implemented by the organization
- ❑ Proof of In-Country Registration or plan to become registered and timeline
- ❑ Project-specific commitment letters from proposed subrecipients

3. Completed within FAIS

3.1 Introduction Section

- ❑ All required cells are entered for country, project dates, etc. in FAIS
- ❑ List all Key Personnel positions, their percentage of time dedicated to the project, and their main responsibilities

3.2 Results Section

3.2.1 Results Tab

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

3.2.2 Activities Tab

- ❑ All necessary Activities are selected

3.2.3 Mapping Tab

- ❑ All activities are mapped to at least one result

3.2.4 Other Details Tab

- ❑ *Sub Recipients* section completed
- ❑ *Government and Non-Government Agencies* section completed
- ❑ *Method of Education Public* section completed
- ❑ *Method of Choosing Beneficiaries* section completed
- ❑ *Cash or Non-Cash Contributions* section completed

Target Geographic Area section completed

3.3 Commodity Section

3.3.1 Commodity Tab

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

3.3.2 Special Needs & Distribution Methods

- ❑ *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

3.3.3 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

Expected Interest Earned section completed

APPENDIX B - Country Specific Guidance

BANGLADESH

NOFO NUMBER: USDA-FAS-10.608-0700-19-388

TARGET AREA: District of Cox's Bazar

COUNTRY CONTEXT: With a gross domestic product (GDP) of $752 billion (2018)[7] and purchasing parity power of $4,561[8], Bangladesh is emerging from low-income to lower-middle income status. [9] It is an overpopulated country of 163 million people and experiences frequent vicious cycles of natural disasters and poverty, posing major challenges to poverty-reduction efforts.[10] Largely agricultural, about two-thirds of the labor force works in this sector, with rice as the single-most-important product.[11] [12]

Since 2006, the McGovern-Dole Program has invested roughly $104 million in Bangladesh's school feeding efforts. The program has operated through the donation of U.S. in-kind soft-white wheat, bartered with local bakers to produce fortified high-energy biscuits for school children in the most poverty-stricken areas such as Cox's Bazar. Previously, over 600,000 school children have been supported by the McGovern-Dole program in 3,050 schools in the three sub-national districts of Barisal, Gaibandha, and Kurigram, but these schools have now been transitioned to the government's Ministry of Primary and Mass Education (MoPME). The government continues to refine its National School Feeding Policy and Strategy toward the goal of passing a National School Feeding Law.[13]

Positive signs of the government's commitment to pre- and primary school children's health and nutrition is demonstrated by its annual financial commitment: 2.85 percent of total GDP and 5.7 percent of total government expenditures is spent on health initiatives.[14] Yet, the country still has high rates of under-nutrition with roughly 36 percent of children stunted.[15]

Despite considerable progress in expanding access to education and achieving gender parity in enrollment, the major challenge has been in delivery of quality education. This challenge is exacerbated as the government annually spends only two percent of its GDP on education, one of the lowest among countries with a similar level of development. [16]

[7] https://www.worldbank.org/en/country/bangladesh/overview
[8] http://apps.who.int/nutrition/landscape/report.aspx?iso=bgd ; https://www.worldbank.org/en/country/bangladesh/overview
[9] http://www.ciaworldfactbook.us/asia/bangladesh.html ; https://www.usaid.gov/bangladesh/agriculture-and-food-security ; https://www.who.int/countries/bgd/en/
[10] https://www.worldbank.org/en/country/bangladesh/overview#3
[11] http://www.ciaworldfactbook.us/asia/bangladesh.html
[12] https://www.worldbank.org/en/country/bangladesh/overview ; https://www.worldbank.org
[13] http://sfp.dpe.gov.bd
[14] http://apps.who.int/nutrition/landscape/report.aspx?iso=bgd
[15] https://www.usaid.gov/bangladesh/global-health
[16] https://www.usaid.gov/bangladesh/education

KEY PROGRAMMING PRIORITIES: Under the McGovern-Dole program in Cox's Bazar, pre- and primary school children currently receive a form of fortified high-energy biscuits. Thus, the key programming priority in this region will continue to be the delivery of highly nutritious food, such as the fortified high-energy biscuits, to these same school children. Alongside the school feeding, it is also a priority to strengthen teachers' training toward improvement of the quality of pre- and primary school education. Additionally, it is vital that the Applicant leverages the United States Agency for International Development (USAID), the United Nations International Children's Emergency Fund (UNICEF) and other organizations' efforts to ensure that all educational efforts align with MoPME's priorities.

The Applicant should also focus on improving the nutrition of pre- and primary school children and to align and leverage these nutritional improvement efforts with those of other U.S. government agencies (such as USAID) and other organizations' (such as World Bank and World Health Organization health initiatives) as well. A key programming priority in FY 19 is to continue to increase the overall capacity of the national government to finalize its School Feeding Policy and Strategy, and to legislate a National School Feeding Law with its own government budget line item.

CAMBODIA

NOFO NUMBER: USDA-FAS-10.608-0700-19-442

TARGET AREAS: Siem Reap, Kampong Chhnang, and Kampong Thom

COUNTRY CONTEXT: Cambodia, following more than two decades of strong economic growth, has attained lower middle-income status. With a population of nearly 16.5 million people[17] the gross national income (GNI) per capita reached $1,230 in 2017.[18] This has been driven by garment exports and tourism. Cambodia has sustained an average growth rate of 7.7 percent between 1995-2017. Due to the sustained economic growth, poverty in Cambodia has fallen, albeit more slowly now than in the past. According to official estimates, the poverty rate in 2014 was 13.5 percent compared to 47.8 percent in 2007.[19] Despite these gains, 4.5 million Cambodians remain below the poverty line. About 90 percent of the poor live in the countryside. In 2018, Cambodia was ranked 146 out of 189 countries on the Human Development Index (HDI).[20]

Nutrition in Cambodia has only marginally improved. According to the United States Agency for International Development (USAID), 32 percent of children under the age of five are stunted,

[17] https://www.cia.gov/library/publications/the-world-factbook/geos/cb.html
[18] https://www.worldbank.org/en/country/cambodia/overview
[19] https://www.worldbank.org/en/country/cambodia/overview
[20] http://hdr.undp.org/en/2018-update

and 24 percent are underweight, while 10 percent are wasted. [21] Zinc, iron, iodine and B-vitamin deficiencies widely affect children and women of reproductive age. Undernutrition is estimated to cost Cambodia approximately 1.7 percent of its annual gross domestic product (GDP) and is a major contributor to mortality and decreased health and productivity.[22] According to a 2017 Cost of Diet Analysis, 21 percent of households in Cambodia may be unable to afford a nutritious diet.[23]

The education sector in Cambodia has made significant progress. The 2015 estimates from the World Fact Book state that 86.5 percent of males and 75 percent of females over the age of 15 can read and write.[24] Overall, net primary enrollment has increased from 88 percent in 2002/2003 to 97.7 percent in 2016/2017.[25] Despite these gains, children across Cambodia face challenges to remain in school and complete the school year. Due to the costs of education, parents are unable to pay the direct and indirect school fees. Many children in rural areas are also required to help at home or in the field thus keeping the school completion rates low.

KEY PROGRAMMING AREAS: McGovern-Dole has invested $77.9 million in school feeding programs in Cambodia since 2007 in the regions of Siem Reap, Battambong, Kampong Chhnang, and Kampong Thom. Since 2007, McGovern-Dole has actively engaged government officials at the local, regional and national levels to build their respective institutional capacities to take over and administer a National School Feeding Policy (NSFP). As part of the McGovern-Dole capacity building efforts, USDA-donated fortified rice and fortified vegetable oil has been introduced along with local fresh vegetables as a hybrid model to transfer schools over 100 percent to a Home-Grown School Feeding (HGSF) model which is now sourcing all commodities locally to supply a nutritious meal to primary school children. Other successes include, schools in Battambong Region that were receiving Take Home Rations (THR) and Cash Scholarships have now been transitioned over to the Government, as well as, innovate and sustainable Water, Sanitation and Hygiene (WASH) activities have been successfully implemented.

The Cambodian government is well positioned to take full ownership and manage their own school feeding program. School feeding has been included in the National Social Protection Policy Framework (NSPPF) 2016-2025, and into the national School Health Policy. As found in the Mid-term Evaluation of the Fiscal Year 2016 Cambodia McGovern-Dole program, "The Royal Government of Cambodia (GOC) has repeatedly shown its commitment to universal coverage of school feeding programs in public primary schools. However, the major challenge is how to meet the demand to provide healthy meals and support the local economy and agriculture, while keeping the school feeding program affordable". The Government of Cambodia has been

[21] https://www.usaid.gov/what-we-do/global-health/nutrition/countries/cambodia-nutrition-profile
[22] WFP Cambodia Mid-term Evaluation
[23] https://www1.wfp.org/countries/cambodia
[24] https://www.cia.gov/library/publications/the-world-factbook/geos/cb.html
[25] WFP Cambodia Mid-term Evaluation

donating 2,000 Metric Tons (MT) of rice yearly to support the McGovern-Dole program and has now pledged to invest $6 million over the next three years into HGSF, while maintaining their current cash scholarship program to encourage school attendance. The GOC has also pledged to expand their cash scholarship program beyond the initial grades of 4-6 to includes grades 1-3. This hopefully coupled with a daily school meal will continue to encourage a higher enrollment rate for the younger grades.

Strong applications should include innovative interventions to build upon the successes made from the current McGovern-Dole program in Cambodia. Applicants will need to continue to build the capacity of schools and the local, regional and national governments to ensure that at the end of this cycle, the Government of Cambodia can finance, implement, monitor and support a national school feeding program that can be scaled up nationally. Competitive proposals should demonstrate linkages to USDA's Local and Regional Food Aid Procurement (LRP) program. Proposals should include how they will work to strengthen and improve local agricultural markets and linkages, procurement practices for food commodities, and systems between local smallholder farmers and public and private food agricultural markets. These steps can help establish a path for sustainability where modalities for local procurement, such as the farm-to-school model, are strengthened and the GOC is then able to expand its own school feeding program.

In addition, competitive proposals should include a strong focus on nutrition education and early grade reading. Early grade reading programs should be linked with USAID's efforts to support the Ministry of Education Youth and Sports (MoEYS) Early Grade Learning programs in partnership with the Global Partnership for Education and ensuring where possible, to complement literacy and education efforts and not duplicate. Nutrition focus should look at diet diversity, and with suitable nutrition sensitive activities.

GUINEA BISSAU

NOFO NUMBER: USDA-FAS-10.608-0700-19-657

TARGET AREAS: Oio, Cacheu, Biombo, Quinara, Tombali, Bafata, Gabu, and Bolama.

COUNTRY CONTEXT: Guinea-Bissau, with a population of 1.8 million, ranks 178 out of 188 countries in the 2016 United Nations Development Programme (UNDP) Human Development Index. Despite significant agricultural and fishing potential, 69.3 percent of the population lives below the poverty line.[26] Agriculture accounts for most of the gross domestic product (GDP) and provides direct or indirect income to 85 percent of the population.[27] The sector is dominated by

[26] Country Profile for Guinea-Bissau, World Bank, 2017.
[27] Second Poverty Reduction Strategy Paper 2011–2015

smallholder cashew production on small plots, whereas rice is primarily cultivated for home consumption.

Since 2006, the McGovern-Dole program has contributed to the country's school feeding for pre- and primary school children. The program has provided roughly $68 million toward school feeding, literacy and nutrition activities through donation of rice, beans, and vegetable oil for school children in the most poverty-afflicted areas, particularly in Oio, Cacheu, Biombo, Quinara, Tombali, Bafata, Gabu, and Bolama.[28] Despite longstanding food assistance efforts, progress toward achieving major McGovern-Dole strategic objectives in literacy and nutrition, and Millennium Development zero hunger goals, have been impeded by persistent socio-economic and political instability. The Government of Guinea-Bissau (GOB) has provided funds toward school feeding under its National School Meal Program (NSMP), and The Ministry of Economy and Finance has already included a budget line for school meals.[29]

In response to these persistent economic, educational and nutritional issues above, the GOB has developed a strategic and operational plan for 2015–2020 (Terra Ranka). The plan calls for decisive actions to reverse the economic situation in Guinea-Bissau and ensure adequate nutrition, education and health services are provided to the poorest and most vulnerable, recognizing the importance of human capital.

KEY PROGRAMMING AREAS: Key programming priorities would continue to be the provision of school meals to primary school children, including take-home rations for girls; training of school management committees, teachers and inspectors on the management of school meals and complementary activities. In addition, because of the low levels of student attendance and enrollment, and teacher training, it would be a priority to strengthen teacher's training toward improving the quality of pre- and primary school education and continue to use school meals as an incentive to attend school. It is also vital that the Applicant leverages other organizations' efforts in the area of education and ensures that their activities align with the Ministry of Education priorities.

Addressing malnutrition (e.g. stunting) in the targeted regions would require coordinating with existing stakeholders including the United States Agency for International Development (USAID), the United Nations International Children's Emergency Fund (UNICEF) and others to improve maternal and child nutrition through the development of intervention that address chronic malnutrition in pregnant and lactating women and stunting in children 0-59 months old. Applicants will also address inadequate sanitation through activities aimed at improving Water Sanitation and Hygiene (WASH). Applicants will need to address poor school attendance,

[28] USDA McGovern-Dole Program Country Fact Sheet
[29] https://www1.wfp.org/operations/200846-guinea-bissau-country-programme-2016-2020

especially for girls, by reducing health-related absences through the provision of deworming medication, improving access to clean water, constructing gender-sensitive latrines, and improved community school infrastructures.

An important key programming priority in fiscal year 2019 is to continue to strengthen the overall capacity of the national government to sustain school feeding activities beyond McGovern-Dole and to successfully administer and fund its own national school feeding program. This should include essential components including but not limited to hiring and training permanent staff who can administer a national school feeding program for the long-term, improving teacher retention, teacher training and educational methodology, and procurement management.

HAITI

NOFO NUMBER: USDA-FAS-10.608-0700-19-521

TARGET AREAS: Grande'Anse, Sud, Sud-Est, Nord and Nord Est

COUNTRY CONTEXT: Haiti remains the poorest country in the Western Hemisphere with three quarters of the population living on less than $2 per day, making it extremely vulnerable to price spikes in the global food market[30]. Haiti has one of highest levels of food insecurity in the world, more than half of its total population is chronically food insecure, and 22 percent of children are chronically malnourished[31]. Despite high levels of development funding over the past decade, Haiti continues to face significant humanitarian, political, climate and development challenges. Recently these issues have been exacerbated by a series of anti-corruption protests across the country targeting the Government of Haiti (GoH) that began in July 2018 and intensified in recent weeks. These widespread demonstrations against the GoH have further caused the economy to unravel bringing double-digit inflation and higher prices for essential goods[32].

Haiti currently ranks third in the world for extreme weather events according to the 2017 Climate Risk Index. Haiti's susceptibility to natural disasters, such as Hurricane Matthew in 2016 and Hurricanes Irma and Maria in 2017, greatly disrupted harvests throughout a country that imports over 50 percent of its food[33]. In 2018, prolonged drought conditions in the north resulted in poor crop harvests causing increases in rates of malnutrition, according to the Famine Early Warning Systems Network (FEWS.NET). Despite improved rainfalls in 2018, the impacted communities

[30] http://hdr.undp.org/en/content/human-development-index-hdi
[31] https://www.unicef.org/appeals/haiti.html#1
[32] https://www.npr.org/2019/02/15/695095120/do-not-travel-to-haiti-u-s-tells-citizens-citing-violent-unrest
[33] Integrated Food Security Phase Classification analysis, 2018

in the north are expected to face elevated levels of food insecurity due to increased food prices and the continued negative impacts of last year's drought[34].

To date, McGovern-Dole has provided a total of $49.3 million over eight years (FY 2011-19) and major achievements include: a) a National School Feeding Policy; b) a draft National School Cantine Operations Manual; c) co-location of McGovern-Dole schools using the United States Agency for International Development (USAID) and GoH developed literacy materials; d) established call centers for communities to report programmatic issues; e) implemented a new school meals database to track program implementation; f) ongoing discussions with the Ministry of National Education and Vocational Training (MENFP) on establishing a national budget for school meals; and g) innovative and sustainable Water, Sanitation, and Hygiene (WASH) activities. Despite these successes after eight years of McGovern-Dole school feeding and educational incentives, the GoH still struggles to support its educational system given the lack of funding in the national budget. Because of this shortfall, there is a need to continue boosting primary school attendance and supporting the school community through the provision of pedagogical supplies, continued teacher and administrator training, and other interventions.

KEY PROGRAMMING PRIORITIES: Under the U.S. government's current Global Food Security Strategy (GFSS), Haiti is designated as a Feed the Future[35] country; USAID has active programs which overlap with the target areas under this FY 19 McGovern-Dole solicitation. It is expected that the Applicant will coordinate with USAID on any related activities that overlap with the current McGovern-Dole target regions to ensure leveraging and harmonizing of U.S. government investments and to ensure non-duplication.

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 six, 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 its ongoing efforts to support the GoH's education efforts committed to improving the quality of, and access to, education for Haitians. 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 and increased access to clean water and sanitation services.

[34] http://fews.net/central-america-and-caribbean/haiti
[35] Feed the Future is an initiative designed to assist less developed countries tackle food insecurity and malnutrition

To support the McGovern-Dole goal of creating sustainable, nationally-owned school feeding programs (NSFP), competitive proposals will demonstrate how the Applicant will work with the GoH to strengthen the capacity of MENFP and its school feeding support unit, the Programme National de Cantines Scolaires (PNCS), to implement the NSFP which emphasizes increasing local production to expand its national school feeding program. Applicants are expected to build upon the successes of previous McGovern-Dole investments in all areas of programming.

MALAWI

NOFO NUMBER: USDA-FAS-10.608-0700-19-612

TARGET AREAS: Central Region and Southern Region

COUNTRY CONTEXT: The Southern African nation of Malawi is landlocked and has an estimated population of 18 million, and a 37 percent childhood stunting rate.[36] Malawi's development is guided by a series of five-year growth and development strategies; the third strategy covering 2017-2022, focuses on education, energy, agriculture, health and tourism. Fourteen percent of the government budget is allocated to education.

The McGovern-Dole program has provided approximately $92 million in school meals assistance to Malawi since 2003. The current McGovern-Dole program serves schools in the Central Region and Southern Region of Malawi. With McGovern-Dole support, the government has finalized a multisectoral School Health and Nutrition Policy aimed at strengthening the legal framework for school feeding. For school feeding, the Malawi Ministry of Education works closely with the World Food Programme (WFP), the United Nations International Children's Emergency Fund (UNICEF), the United Nations Population Fund (UNFPA), Food and Agriculture Organization (FAO), the Norwegian Embassy, and other development partners to support and coordinate programming across the country.

The United States Agency for International Development (USAID) and U.S. President's Emergency Plan for AIDS Relief (PEPFAR)[37] are working to jointly fund a national $90 million secondary school construction program that will increase access to secondary schools, particularly to adolescent girls and young women as a way to decrease new HIV infection among this high-risk sub-population. PEPFAR is also providing over $17 million in DREAMS innovation funding to support vulnerable adolescent girls and young women. Activities include health clinic referrals that provide free health services to primary school students. Services include HIV testing, counseling, and treatment.

[36] Source: Malawi Demographic and Health Survey 2015-16. Zomba, Malawi, and Rockville, Maryland, USA. NSO and ICF Report author: National Statistical Office (NSO), Malawi; ICF. 2017 Notes: (pending reanalysis)
[37] PEPFAR: U.S. President's Emergency Plan for AIDS Relief; DREAMS: Determined, Resilient, Empowered, AIDS-free, Mentored, and Safe Women

McGovern-Dole support has provided capacity-building to the government toward strengthening its administrative authority over school meals, but the government still lacks training and support to complete the National School Meals strategy, provide adequate monitoring of the school meals, and provide technical support to schools. The McGovern-Dole program has helped improve teacher motivation and attendance, and student enrollment and attendance rates. Parent and community participation and contributions to the school meals program have also increased, although the burden of volunteering falls more heavily on women. In 2016, USDA invested additional resources to support girls' education in Malawi and would like to build upon those investments in future programs.

KEY PROGRAMMING PRIORITIES: McGovern-Dole has prioritized sustainability, transition, and handover to the National School Feeding Program in Malawi. A strong proposal should demonstrate how the program will strengthen the Government of Malawi's capacity to implement the National School Health and Nutrition Policy, and implement a school feeding strategy.

Organizations seeking to work in Malawi will need to build efficiencies around existing U.S. government multilateral multi-sectoral technical and structural investments in the target regions, including education and reading programming, PEPFAR DREAMS and vulnerable children programming.

The Malawi National Reading Program continues to be a major education priority for USAID and the Ministry of Education. USAID/Malawi's focus is to work through the Ministry of Education to improve the Chichewa and English reading skills of students in primary schools nationwide through a $93 million set of National Reading Program interventions. USAID currently works with in all 5,603 primary schools and reaches over 3.3 million students every year with a package of evidence-based reading activities that range from textbook development, printing, and distribution, to teacher training and community-based reading remediation support. Proposals should complement USAID's Education programming through literacy activities that supplement the new national reading curriculum and encourage parents and community members to read with students or otherwise support a culture of reading.

Successful organizations will demonstrate how McGovern-Dole will complement and supplement existing activities undertaken by other school feeding stakeholders in the country. Current McGovern-Dole programming has been working towards reducing the barriers to adolescent girls' education by providing take-home rations to incentivize attendance, increasing secondary school places by constructing additional schools, and providing bursaries to in-need students. Applicants will also need to address barriers to girls' education.

Organizations will need to describe how they will build the government's capacity and school feeding management to ensure they are able to deliver appropriate commodities to school and monitor activities properly and efficiently. McGovern-Dole activities should promote dietary diversity and good nutrition practices, particularly through use of school gardens as an educational tool, while integrating Water, Sanitation, and Hygiene (WASH) activities to support good health and nutrition outcomes.

MAURITANIA

NOFO NUMBER: USDA-FAS-10.608-0700-19-682

TARGET AREAS: Triangle of Hope: Gorgol, Assaba, Brakna, Guidimakha, Tagant

COUNTRY CONTEXT: Mauritania is a desert country spanning the Arab Maghreb of North Africa and the western sub-Saharan Africa. The country with a population of nearly four million[38] Mauritania has a global Hunger Index of 22.1 out of 100 rating scale (International Food Policy Research Institute (IFPRI), 2016) and has made slow progress over the past 15 years towards reducing the prevalence of undernutrition, child wasting, child stunting and child mortality.

Over the past decades, the Government of Mauritania has implemented various strategic institutional policies to address food insecurity and malnutrition. These policies include the 2012 National Food Security Strategy; the 2016 Strategic Multi-Sector Plan for Nutrition; and the National Social Protection Strategy.[39] Concurrently, the 2016 Cost of Hunger in Africa (COHA) study preliminary findings show that annual costs linked to child undernutrition are estimated at USD 759 million, equivalent to 13.5 percent of the annual gross domestic product (GDP). Up to the present time, underweight and malnutrition (stunting) prevalence remains 30 percent higher in the southern, central and south-eastern regions, which represent 62 percent of the population. According to the Food and Agriculture Organization (FAO), the regions of Guidimagha, Tagant, Assaba and Brakna (also called the Triangle of Hope) show a poverty rate greater than 40percent (ONS, 2015) and are considered the most disadvantaged regions. Exogenous shocks are a serious threat for households located in the Triangle of Hope. Despite progress over the last ten years, the weakness of national public infrastructure and basic services distresses households' living conditions in the Triangle of Hope.[40]

[38] https://www.usaid.gov/mauritania/food-assistance
[39] https_docs.wfp
[40] http://www.fao.org/resilience/resources/resources-detail/en/c/424504/

In FY 2013, USDA Food for Progress (FFPr) assisted the Government of Mauritania with support to projects that improve food security, alleviate poverty, and promote agricultural development over a period of three years.[41]

KEY PROGRAMMING PRIORITIES: Mauritania has been implementing school feeding programs since 1960, and Mauritania has a school feeding strategy to reach universal coverage by 2030. The 2017 National School Feeding policy envisages the roll-out of a national program, making provision for home-grown school feeding.[42]

Applicants will need to build efficiencies around existing U.S. government multilateral multi-sectoral technical and structural investments in the target regions, including education and reading programming, and should be working toward promoting access to education for out-of-school children and foster retention of those in school as stipulated in the national education sector plan (PNDSE II). Organizations should also aim to restore demand for primary education, especially among boys, who are often directed towards alternative tutoring or agropastoral labor. Applicants need to design activities that enhance girls' literacy and access to secondary education, thereby addressing some of the gender-related causes of food insecurity and malnutrition such as girl marriage and motherhood. While helping the Government to build its capacity and infrastructure to make lasting impact, successful Applicants will need to coordinate with existing stakeholders including the United States Agency for International Development (USAID), and other donors in literacy and school projects to establish early grade reading activities that address low primary school literacy rates, especially in girls.

Successful proposals will demonstrate how McGovern-Dole will complement and supplement existing activities undertaken by other school feeding stakeholders in the country. Applicants will need to describe how they will strengthen the government's capacity and school feeding management to ensure they are able to deliver appropriate commodities to school and monitor activities properly and efficiently. McGovern-Dole activities should promote dietary diversity and good nutrition practices, particularly through use of school gardens as an educational tool, while integrating Water, Sanitation, and Hygiene (WASH) activities to support good health and nutrition outcomes. Applicants will also need to address barriers to girls' education.

An important key programming priority in fiscal year 2019 is to continue to strengthen the overall capacity of the national government to sustain school feeding activities beyond McGovern-Dole and to successfully administer and fund its own national school feeding program. This should include essential components including but not limited to hiring and training permanent staff who can administer a national school feeding program for the long-term,

[41] USDA Food for Progress (FFPr) Fact Sheet
[42] http://documents.worldbank.org/curated/en/209611537995952900/text/Concept-Project-Information-Document-Integrated-Safeguards-Data-Sheet-Mauritania-Education-Support-Project-P163143.txt

improving teacher retention, teacher training and educational methodology, and procurement management.

MOZAMBIQUE

NOFO NUMBER: USDA-FAS-10.608-0700-19-656

TARGET AREAS: Muecate and Nacaroa Districts of Nampula Province and Maputo Province

COUNTRY CONTEXT: Mozambique is facing several ongoing challenges to its development. With 46 percent of the population living below the poverty line, Mozambique remains one of the poorest countries in the world ranking 180 out of 189 countries.[43] Food insecurity affects more than 800,000 people, or more than four percent of the population. About 40 percent of children under age five suffer from stunting as a result of chronic malnutrition.[44] The agriculture sector is challenged by the multiple weather-related hazards from periodic cyclones, droughts, floods, and related epidemics. Mozambique ranks third among African countries most exposed to multiple weather-related hazards.[45] Furthermore, a series of violent attacks has intensified in the north of the country.

McGovern-Dole has provided and committed a total of $145.14 million over 14 years (FY 2007-2020) to Mozambique in the Nampula and Maputo Provinces. Recent noteworthy achievements include: a) significant improvements in student attendance[46] and in literacy outcomes[47] at these McGovern-Dole-supported schools; b) strong government commitment in establishing its own National School Feeding Program (PRONAE) policy in 2013 focused on local food procurement and production to support its nascent home-grown school feeding program; and c) strong distribution of nutrition training materials[48].

KEY PROGRAMMING PRIORITIES: A competitive proposal will seek to establish and strengthen a strong working relationship with the government (at all levels), particularly with Ministry of Education (MINED) to sustain the literacy, nutrition and school feeding benefits of interventions under the McGovern-Dole project and leverage other U.S. government agencies and other organizational efforts. In addition, a competitive proposal should engage the private sector into creating linkages within the community. A competitive proposal should also build upon existing achievements to strengthen the capacity and technical knowledge of the government entities engaged in the provision of school meals, literacy and nutrition activities so

[43] http://hdr.undp.org
[44] https://www.unicef.org/infobycountry/mozambique_2226.html
[45] https://www.gfdrr.org/en/mozambique
[46] There is a 33% increase of student attendance in McGovern Dole schools in the Nampula Province in FY 12-16.
[47] There is a 17% increase of children with an improved ability of reading and comprehension in McGovern Dole schools in the Nampula Province FY 12-16.
[48] Over 29,180 nutrition-training materials have been distributed in McGovern Dole schools in the Maputo Province in FY 15-20.

that they will be able to successfully manage and transition school feeding activities to the Government of Mozambique. Furthermore, a strong proposal will include an evidence-based approach for improving access to quality primary education, in consultation with existing stakeholders including USAID and other donors on literacy and school feeding projects. A strong proposal should demonstrate how the organization will work with the Government of Mozambique to strengthen and enhance sustainability of the existing National School Feeding Program.

A competitive proposal will seek to coordinate with existing stakeholders including USAID and others on activities to improve maternal and child nutrition through the development of interventions that address chronic malnutrition. Furthermore, Applicants should include innovative methods and activities to address poor student attendance, such as reducing health-related absences by preventative health interventions and dietary practices, good water and sanitation, nutrition, and safe food preparation and storage practices, and by provision of the proper training and equipment, and improved community school infrastructure.

NICARAGUA

NOFO NUMBER: USDA-FAS-10.608-0700-19-524

TARGET AREAS: Estelí, Leon, Madriz, and Nueva Segovia.

COUNTRY CONTEXT: Nicaragua is one of the poorest countries in Latin America and the Caribbean with nearly 30 percent of the population below the poverty line, and is deemed a low-income, food deficit country.[49] Nicaragua has a population of just over six million, with approximately 42 percent of the population residing in rural areas.[50] Nicaragua has had steady economic growth over the past decade. However, in the second and third quarter of 2018, the economy contracted 4.6 and 4.8 percent, respectively, in part due to political and social unrest which unfolded in April 2018.[51]

The socio-political crisis and resulting economic contraction will increase the number of Nicaraguans living below the poverty line as well as intensify the hardships faced by the already poor.[52] The deteriorating economy is likely to increase food prices and worsen food security. Farming households within the region's dry corridor, an area most affected by climate change and droughts, mainly located in the center-north of Nicaragua (Estelí, Nueva Segovia, Madriz, Chinandega Matagalpa, and Jinotega), are particularly vulnerable; especially as the prevalence of

[49] http://www.fao.org/countryprofiles/index/en/?iso3=NIC
[50] https://www.cia.gov/library/publications/the-world-factbook/geos/nu.html
[51] https://tradingeconomics.com/nicaragua/gdp-growth-annual
[52] http://www.worldbank.org/en/country/nicaragua/overview

chronic undernutrition in the Departments of Nueva Segovia, Madriz, and Jinotega is estimated to reach 28 – 30 percent. [53][54]

To date, McGovern-Dole has provided over $73 million in school feeding assistance to Nicaragua over 16 years (Fiscal Year (FY) 2003 – 2019). Currently, there are two active McGovern-Dole projects in Nicaragua: a three-year FY 14 award implemented by World Vision in Estelí and Leon which has been extended through June 2019; and a five-year FY 17 award implemented by Project Concern International in Jinotega and the Southern Caribbean Coast Autonomous Region. In 2018, the Government of Nicaragua (GON) covered approximately 85 of the country's school meals' provision, with the remainder filled by non-governmental and other implementers.

Before the crisis, the GON was on target to take over the school feeding program supplying all schools in Nicaragua with commodities for use in school meals in a five to ten-year plan. However, the current crisis and the tremendous government deficit places the Government's contribution to the National School Feeding Program (PINE) at risk.

KEY PROGRAMMING PRIORITIES: Applicants should seek to build upon the successes of the McGovern-Dole projects, such as strengthening the skills and competency of teachers, establishing reading corners, and supporting health and hygiene clubs. The Applicant will need to address the challenge of working with a centralized GON.

A strong proposal will seek to increase the capacity and engagement of civil-society groups in provision of school feeding. A competitive proposal will address how it will navigate challenges related to the socio-political and economic situation in its strategic analysis and sustainability plans. Proposals should target rural areas in the dry corridor and include strategies to enhance economic resiliency of food-insecure families. Finally, successful proposals should include appropriate activities and evidence-based approaches to contribute to the achievement of improved literacy of school-age children and increased knowledge and use of improved health and dietary practices.

TOGO

NOFO NUMBER: USDA-FAS-10.608-0700-19-693

TARGET AREAS: Regions of Savanes, Kara, and Centrale

[53] http://fews.net/central-america-and-caribbean/el-salvador-honduras-and-nicaragua/remote-monitoring-report/december
[54] https://docs.wfp.org/api/documents/WFP-0000101929/download/?_ga=2.205292176.1022749671.1551825061-1835699660.1549545051

COUNTRY CONTEXT: The Government of Togo has placed great emphasis on both child nutrition and basic education, most notably demonstrated by the establishment of a school meals program where the government has contributed a budget of $2 million annually since 2014. In collaboration with the World Bank, the Government of Togo's school meals program currently supports 100,000 students. In 2017, the Government of Togo advanced its efforts in school meals by transitioning the national school feeding policy into a draft national law with the goal of expanding school meals in primary schools by 20 percent by 2025. Despite significant investments in school meals programming, policy development and financial allocation maintain high potential for improvement.

The nutrition and health of pregnant and lactating women and children aged 6-24 months, especially in the northern regions of Kara and Savanes, is also a serious concern in Togo. Child mortality rates, especially from malnutrition, are 49 per 1,000 live births.[55]

KEY PROGRAMMING PRIORITIES: Key programming activities that can strengthen the Government of Togo's school meals program include an effective plan (i.e., take-home rations, etc.) to reduce gender inequality, particularly in the area of girls' school attendance and retention. A competitive proposal will outline activities to build on established efforts with the Government of Togo, especially collaborating with the *Agence National de Développement à la Base* (ANADEB, National Agency for Grassroots Development), charged with managing the national school meals program, the Ministry of Education, and the Ministry of Social Development. Collaborating with these and other Government entities will be essential to ensuring that the efforts of a strong project are sustained and that the Government's established programming in school meals continues to grow. Additionally, chronic and acute malnutrition rates for children under five remains high, especially in rural areas, and a competitive proposal will include effective intervention to improve nutrition.[56]

UZBEKISTAN

NOFO NUMBER: USDA-FAS-10.608-0700-19-122

TARGET AREAS: Karakalpakstan, (South Aral Sea region of Uzbekistan), and other vulnerable regions countrywide

COUNTRY CONTEXT: Uzbekistan is a landlocked nation located in Central Asia, with a population of over 32 million, a 6.3 percent rate of undernourishment, [57] and prevalent

[55] World Bank 2017
[56] UNICEF Country Factsheet
[57] Source: Food and Agriculture Organization, *The State of Food Security and Nutrition Europe and Central Asia*, 2017, page 6.

micronutrient deficiencies. [58] Recognizing the importance of addressing key nutrition issues, in 2015, the Government of Uzbekistan adopted a resolution, "Approving the Concept and Action Plan on Healthy Nutrition of the Population for the 2015-2020 Period."[59] The Government of Uzbekistan currently has a school feeding program estimated to be reaching 959,000 beneficiaries. [60] Food security efforts are part of the national security policy and public support for the reconstruction of 301 major farm markets throughout the country between 2017 and 2019 aims to create jobs, modernize marketing infrastructure, and improve food safety standards. Reforms for food safety and nutrition have also been introduced.[61] The population living in the Karakalpakstan republic of Uzbekistan is particularly vulnerable to health issues including high rates of anemia and micronutrient deficiencies.[62]

KEY PROGRAMMING PRIORITIES: Uzbekistan's current school feeding program presents an opportunity for McGovern-Dole to build local capacity in school feeding for a region that has a 20 percent stunting rate for children.[63] While there are no current USG-supported food aid projects in Uzbekistan, priority sectors for the US Embassy in Uzbekistan include education and health. Ongoing and planned development of USG projects include: working with the Ministry of Public Education to fund Early Grade Reading and Math Assessments; embedding a long-term advisor to the Minister of Public Education in the Ministry of Public Education in order to advise in the reformation of the Uzbek education system, using the US education system as a model; multiple English language programs, including English language Fellow, Fulbright English Teaching Assistant and English Resource Centers; resuming the Future Leaders Exchange Program; and funding a health technical advisor to work with the National Tuberculosis Program in Uzbekistan under the Ministry of Health; a program promoting quality medicines; a laboratory improvement program; and a health data collection improvement program. A McGovern-Dole program in Uzbekistan should complement and reinforce current USG activities in education and health, as well as agriculture development activities. Applicants should target areas vulnerable to malnutrition, such as Karakalpakstan. Applicants are also encouraged to identify additional geographic areas for McGovern-Dole programming in-country, and to provide relevant data sources and rationale.

VENEZUELA

[58] Micronutrient deficiencies include 53.1% of children with Vitamin A deficiency, 38.4% of adults with Vitamin A deficiency, and 24.4% of adults with Zinc deficiency. Source: Food and Agriculture Organization, *The State of Food Security and Nutrition Europe and Central Asia*, 2017, page 12.
[59] Source: http://www.lex.uz/docs/2739757
[60] Source: World Food Programme, *State of School Feeding Worldwide 2013*, page 113; data was estimated, see page 118.
[61] Source: Uzbekistan, Presidential Decree No. 5067 (June 1, 2017) – referenced in IFPRI Global Food Policy Report 2018.
[62] Source: International Journal of Public Health, "What have we learned? A review of the literature on children's health and the environment in the Aral Sea," 2011.
[63] Source: Uzbekistan multiple indicator cluster survey 2006, Final report. Tashkent, Uzbekistan: UNICEF, 2007 (and additional analysis).

NOFO NUMBER: USDA-FAS-10.608-0700-19-529

TARGET AREAS: Venezuela nationwide

COUNTRY CONTEXT: Deteriorating economic and political conditions in the Bolivarian Republic of Venezuela since 2014 have decreased households' access to food, medicine and health care; contributed to increasing humanitarian needs; and triggered an influx of Venezuelans into neighboring countries, including Brazil, Colombia, Ecuador, Peru, and Trinidad and Tobago, in recent months. Economic conditions inside Venezuela are projected to worsen in the coming months, and international media recently reported an unofficial inflation rate of approximately 27,000 percent. The population influx is straining the capacity of services, particularly in border areas of Brazil and Colombia.[64]

Per capita food consumption in Venezuela represents only 50 to 60 percent of daily need, with protein consumption as low as 30 percent. According to IFPRI, the number of poor and malnourished citizens continues to increase, creating permanent negative impacts related to nutrition and critical periods of development. Therefore, the short-term objective should be alleviating food insecurity and malnutrition while establishing the foundations for the medium-term development of the agri-food system in Venezuela.[65] Currently, there is a school feeding program titled: Programa de Alimentación Escolar" (PAE) of the Ministry of Education. In January 2019, FAO and UNICEF signed an agreement with the Government of Venezuela to strengthen the school feeding program through family farming. The purpose of the project is to optimize the productive capacities of family farming to improve quality and quantity of fresh foods, fruits, and vegetables for the daily diet of children.

KEY PROGRAMMING PRIORITIES: Recent assessments indicate that food, health care services, nutrition assistance, and water and sanitation for health (WASH) support are among the most urgent humanitarian needs of Venezuelans and host communities in border regions.[66] A strong McGovern-Dole proposal should outline activities to help the Government of Venezuela (GoV) establish and/or strengthen school feeding programs in acutely food insecure areas. Collaborating with the appropriate ministries in charge of school feeding programs is essential to ensuring that aid is delivered to the targeted populations and efforts are sustained and that GoV entities are established or capacitated to grow and strengthen the school meals program. Key programming priorities should include activities aimed at improving primary school-age children's health, and nutrition. Proposals also should address and support WASH interventions.

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[64] USAID Venezuela Regional Crisis Factsheet #1 March 2019
[65] IFRI & MSU - Pathways Report 2018
[66] USAID Venezuela Regional Crisis Factsheet #1 March 2019

APPENDIX C– Supplemental Funding for Potable Water Technology Activities

A. Program Description

1. Program Overview, Objectives, and Priorities

USDA is requesting project activity proposals from Fiscal Year 2019 (FY19) McGovern-Dole International Food for Education and Child Nutrition Program (McGovern-Dole) Applicants to incorporate the use of recently developed potable water technologies in McGovern-Dole school feeding projects. USDA is making available $1 million total in supplemental funding for new projects to incorporate the use of recently developed potable water technologies in McGovern-Dole school feeding projects. Interested Applicants must upload their potable water technology activity proposals for supplemental funding as an attachment to their FY 19 McGovern-Dole proposal.

Access to adequate, clean drinking water is a fundamental need for school meals programs. The World Health Organization monitors and reports evidence-based estimates of the global burden of diseases related to poor water access, sanitation and hygiene (WASH).[67] In 2015, 844 million people lacked basic drinking water services and instead collected their drinking water directly from open springs, rivers, lakes and other unprotected surface water sources that are prone to contamination from pathogens and or other unhealthy pollutants. People in remote communities may depend on distant sources, whether those sources are protected from contaminants. In many low income countries, the burden of water collection continues to fall mainly to women and girls.[68] The risks of diarrheal diseases and malnutrition caused by unclean water and poor sanitation negatively affects the growth of more than 40 percent of children under five years old.[69] The adoption of innovative technologies for potable water could present cost-effective, sustainable means of confronting these pressing challenges to food and water security and nutrition.

USDA is among the U.S. Government's implementers of the U.S. Global Food Security Strategy, the U.S. Global Water Strategy, and the U.S. Global Nutrition Coordination Plan. As appropriate, USDA aligns McGovern-Dole program activities with these U.S. strategies to concurrently promote food, nutrition, and water security.

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[67] The World Bank
[68] UNICEF
[69] World Health Organization

The objective of this supplemental funding is to deploy ready-to-use, innovative solutions and specific, novel technologies that directly address challenges of water-stressed school meals projects and improve school communities' access to clean drinking water. USDA is requesting project activities from FY 19 McGovern-Dole Applicants to incorporate the use of recently developed potable water technologies in school feeding projects. Funds should be used to provide proven and established technologies that will improve access to sustainable and clean drinking water solutions for schools supported by FY 19 McGovern-Dole projects. Activities should target areas of high vulnerability and low access to water and sanitation services, complementing FY 19 McGovern-Dole projects.

B. Federal Award Information

1. Available Supplemental Funding: $1,000,000 total

Estimated Funding Per Activity: $300,000 - $500,000
FAS will consider funding activities larger than $500,000, but the total of all activities will be $1,000,000.00.

2. Projected number of Activities: 2-3 activities

3. Funding Instrument:
Selected applications will be incorporated as an activity during negotiations of FY 19 McGovern-Dole Cooperative Agreements.

C. Eligibility Information

1. Eligible Applicants:
Entities provisionally selected for funding under the FY 2019 McGovern-Dole Program (subject to award)

D. Application and Submission Information

Application for Potable Water Technology supplemental funding is to be uploaded as an attachment to the Applicant's FY 19 McGovern-Dole proposal. The Application should be developed as a stand-alone document.

All supplemental funding Applicants must include and respond to the following sections in an attachment (labeled "Attachment: Potable Water), not to exceed 5 pages in length, to their full FY 19 McGovern-Dole.

1. Information about the Applicant
2. Activity Description
3. Budget

E. Application Review Information

1. Review and Selection Process

FAS and a technical panel will review potable water technology activities only from provisionally awarded FY 19 McGovern-Dole Applicants.

a. Selection Criteria

i. INFORMATION ABOUT THE APPLICANT (4 points)

To receive a full score of 4 points, the proposal will have:

- Demonstrated ability in designing creative solutions for potable water delivery.
- Previous experience in implementing integrated school meals programs.
- Significant understanding of the country/region of programming and knowledge of solutions appropriate to the target population and context.
- A clear set of objectives and an orientation in line with proposed activities.

ii. ACTIVITY DESCRIPTION (10 points)

To receive a full score of 10 points, the Applicant must:

- Propose a recently developed and innovative technology for potable water in a McGovern-Dole supported school feeding program
- Provide evidence that the proposed technology is proven appropriate and ready to use in a school food program
- Show a clear link between the described need and the proposed solutions
- Define who will benefit from the project (e.g., school children, cooks, government institutions, local community etc., all disaggregated by gender)
- Describe the anticipated impact of the proposed activity on the complementing FY 19 McGovern-Dole project and, as appropriate, relevance to the U.S. Global Food Security Strategy, the U.S. Global Water Strategy, and the USG Global Nutrition Coordination Plan.
- Provide a well-defined and realistic activity schedule.
- Document the indicators to be used to monitor, measure, and evaluate impact, that should reflect globally accepted best practices for WASH.
- Demonstrate a clear plan for sustained maintenance and repairs, operational costs, use, and monitoring of the deployed technology.
- Highlight partnerships and cost-sharing to demonstrate continued financial support for scalability and sustained use.
- Describe how interim results and lessons learned may be effectively shared with stakeholders beyond the project area, potentially including water-stressed school communities in other McGovern-Dole Program countries

iii. BUDGET (2 points)

To receive a full score of 2 points, the Applicant must demonstrate overall cost effectiveness of the proposal through:

- A budget summary (using the standard template) that presents the proposed overall funding for administrative, ITSH, and activity expenses, and shows funding amounts for the specific line items that make up those expense categories
- A budget narrative (see Appendix E) that demonstrates in greater detail the composition of each line item, the budget's overall cost effectiveness, and an adherence to applicable cost principles.

F. Additional Information

1. Applications must be in accordance to Section D
2. Selected recipients must comply with all applicable USDA statutory authorities and regulations.
3. Activities performed under these awards are integral parts of the corresponding McGovern-Dole Programs. All policies and requirements of the McGovern-Dole Program as described in the NOFO Section F, Section G, and Section H remain in effect.

APPENDIX D – Budget Summary

(fillable template available on FAIS homepage under Forms and Guidance)

ATTACHMENT C -1

Proposed Budget Summary

Program (FFPr, LRP, MGD):	
Country of Operation:	
Implementing Organization:	
Fiscal Year:	20XX
Agreement Number:	FCC-xxx-20xx/0xx-00

Total Amount of Federal Funds Requested

Funding Source (FAS for MGD and LRP) (CCC for FFPr)	Funding Year	Commodity Cost (FFPr and MGD Only)	Freight Cost (FFPr and MGD Only)	Administrative Costs (cash portion)	Total Federal Funding Obligated
	20XX				$0.00

Project Operating Budget

Expense Type	Monetization Proceeds	FAS or CCC Funds (CCC is Admin Only)	Cost Share	Total w/out Cost Share	Total w/Cost Share
Administration					
Salaries				$0.00	$0.00
Benefits				$0.00	$0.00
Travel				$0.00	$0.00
Professional Services				$0.00	$0.00
Equipment				$0.00	$0.00
Office				$0.00	$0.00
Supplies				$0.00	$0.00
Other				$0.00	$0.00
Total Administration	$0.00	$0.00	$0.00	$0.00	$0.00
Activities					
Activity 1: *Insert Description*				$0.00	$0.00
Activity 2: *Insert Description*				$0.00	$0.00
Activity 3: *Insert Description*				$0.00	$0.00
Activity 4: *Insert Description*				$0.00	$0.00
Activity 5: Insert Description				$0.00	$0.00
Activity 6: Insert Description				$0.00	$0.00
Activity 7: Insert Description				$0.00	$0.00
Insert additional Activities as needed				$0.00	$0.00
Total Activities	$0.00	$0.00	$0.00	$0.00	$0.00
Commodity and Food Purchases (LRP only)					
Commodity Procurement				$0.00	$0.00
Food Vouchers				$0.00	$0.00
Cash Transfers				$0.00	$0.00
Total Commodity Procurement	$0.00	$0.00	$0.00	$0.00	$0.00
ITSH					
Salaries				$0.00	$0.00
Benefits				$0.00	$0.00
Transportation				$0.00	$0.00
Professional Services				$0.00	$0.00
Warehouse				$0.00	$0.00
Supplies				$0.00	$0.00
Other				$0.00	$0.00
Total ITSH	$0.00	$0.00	$0.00	$0.00	$0.00
Total Direct Costs	$0.00	$0.00	$0.00	$0.00	$0.00
Indirect Costs					
ICR on Administration				$0.00	
ICR on Activities				$0.00	
ICR on Commodity and Food Purchases				$0.00	
ICR on ITSH				$0.00	
Total Indirect Costs	$0.00	$0.00		$0.00	
Anticipated Program Income					
Grand Total Costs	$0.00	$0.00	$0.00	$0.00	$0.00
Total Amount of Federal Award (Total Federal Funds Requested Plus Cost Share):					**$0.00**

APPENDIX E – Budget Narrative Instructions

(guidance also available on FAIS homepage under Program Administration)

Program (McGovern-Dole):

Country:

Fiscal Year of Award:

Applicant (Organization):

Point of Contact (Preparer):

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 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 is 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 spreadsheet**. In the interest of consistency, USDA requests that Applicants 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
- The way calculations were made

Note: 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 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. An example budget narrative 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 general and cross-cutting issues, for example, cost escalations expected during this project and the way they are accounted for in the budget and an explanation of any program income which may be earned by the proposed project. Additionally, this section should include a description of your organization's financial capacity; the cost application methodology used for the proposal, a summary of how the budget components will contribute to the implementation of the project, and overall cost effectiveness. Summarize the indirect rates applied to the proposed budget, and their base of application across Administrative, ITSH and Activity expenses. Please note that this section should be no longer than two pages.

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 contained in the budget summary as listed below. Show the amount budgeted for each subcomponent and describe the way calculations were made (see example).

- Salaries
  - ➢ Positions should include the Chief of Party, finance team, and monitoring and evaluation staff. Do not include staff whose time is covered by professional services contracts or subawards.
  - ➢ 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 (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.
- 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.
- 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 sub-Applicants, but they are generally included under activities.
    - Please include the name, the total cost, and a brief description of the purpose. The total cost should include the subcontractor's indirect costs as a direct cost. Itemization is not necessary.

- Please explain in detail the overall Monitoring & Evaluation (M&E) budget, including the overall percentage of the total budget dedicated to M&E and its components, such as:
  - Funds budgeted for headquarters M&E staff;
  - Funds budgeted for field M&E staff;
  - Funds budgeted for Third Party evaluations;
  - Funds budgeted for the creation and/or support of M&E tools and systems, and;
  - Any additional costs associated with M&E activities.

- Equipment
  - Include equipment purchases over $5,000 that are not tied to a specific Activity.
  - Include vehicles, vehicle repair and maintenance.
- Office
  - Include most office-related expenses. Examples of costs in this activity include: rent for main field office, communication costs (Internet, telephone, and mobile phone charges), bank fees, postage/shipping fees, insurance, furniture, and office utilities.
- Supplies
  - This category includes supplies (including office supplies), equipment costs under $5,000, and related maintenance expenses on such equipment.
- Other
  - Any expenses included under the "Other" line must be defined by the PVO and approved by FAS.
- Administrative Indirect
  - Describe the indirect costs for the Administrative category.
- Cost Share
  - Describe any cost share (cash or in-kind) contributions that fit in the Administrative category.

SECTION 3: ACTIVITIES

For each Activity, please describe the following costs. Please group all direct 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 subawards.
  - Please identify the total amount of time each position will spend on each activity as a percentage.
- 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.
- Travel
  - Include travel for day-to-day project work.
  - Include vehicle fuel here.
- Professional Services

- Professional services apply to work that is done via contracts.
- Subawards/Sub-Applicants:
  - Please include the name, the total cost, and a brief description of the purpose. Itemization is not necessary.
- For total costs, please include the subcontract's and/or subawardee's indirect cost as a direct cost.

- Equipment
  - Include equipment purchases over $5,000 that are tied to a specific Activity.
  - Include vehicle repair and maintenance.
- Office
  - Include 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, communication costs (Internet, telephone, and mobile phone charges), bank fees, postage/shipping fees, insurance, furniture, and office utilities.
- Supplies
  - This category includes supplies (including office supplies), equipment costs under $5,000, and related maintenance expenses on such equipment.
- Other
  - Any expenses included under the "Other" line must be defined by the PVO and approved by FAS.
- Cost Share
  - Describe any cost share (cash or in-kind) contributions that fit in the Activities category.

- Activities Indirect
  - Describe the indirect costs for the Activities category. This should be the total amount for all activities.

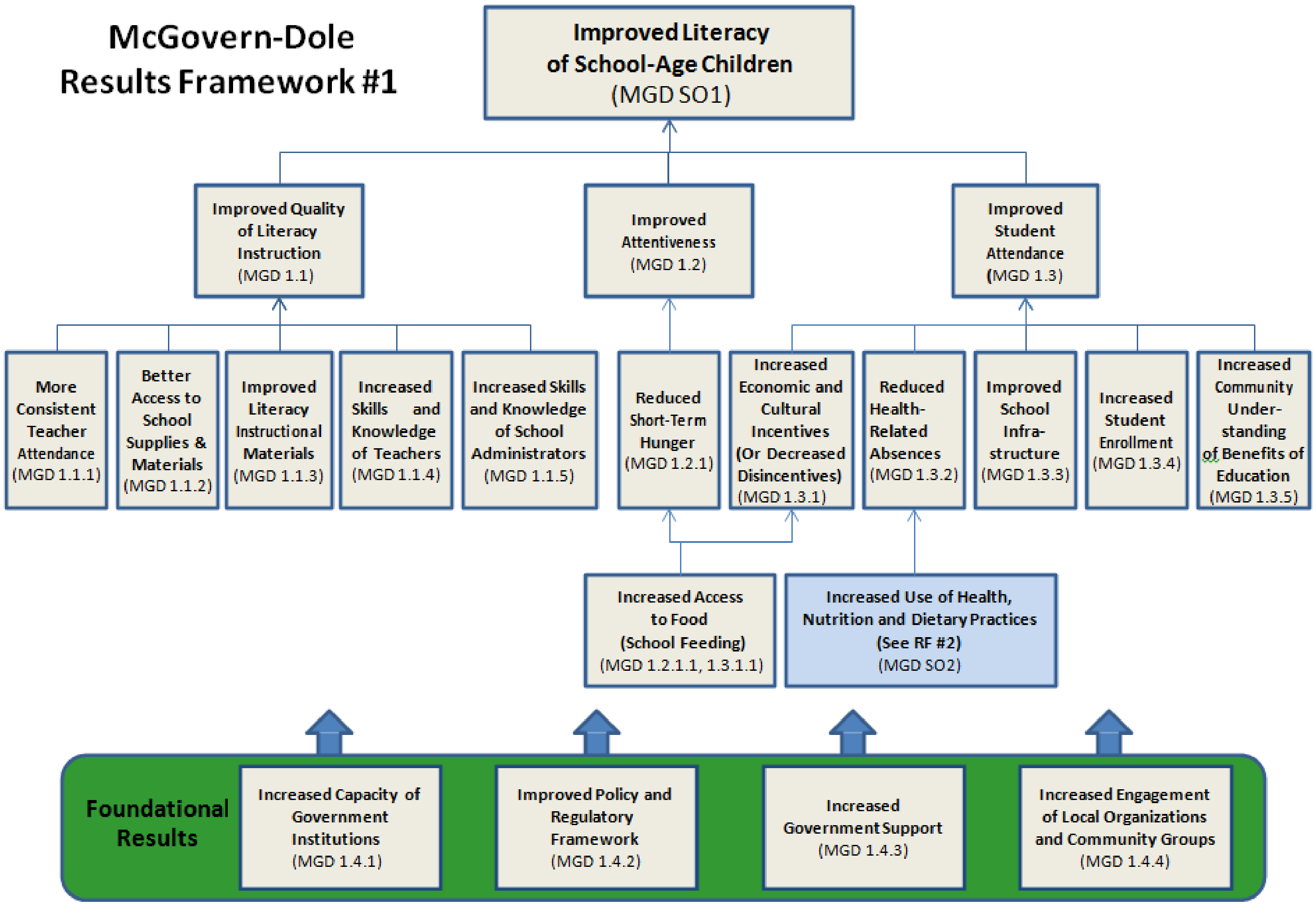
SECTION 4: INTERNAL TRANSPORTATION, STORAGE AND HANDLING (ITSH)

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 benefits association with ITSH staff.
- Internal Transportation
  - Include all costs associated with internal distribution of commodities.
- Professional Services
  - This includes services relating directly to warehouse costs which are not covered under Internal Transportation, such as fumigation or other infrequently recurring payments.
- Warehouse storage costs
  - Includes warehouse leases and other costs associated with storage.

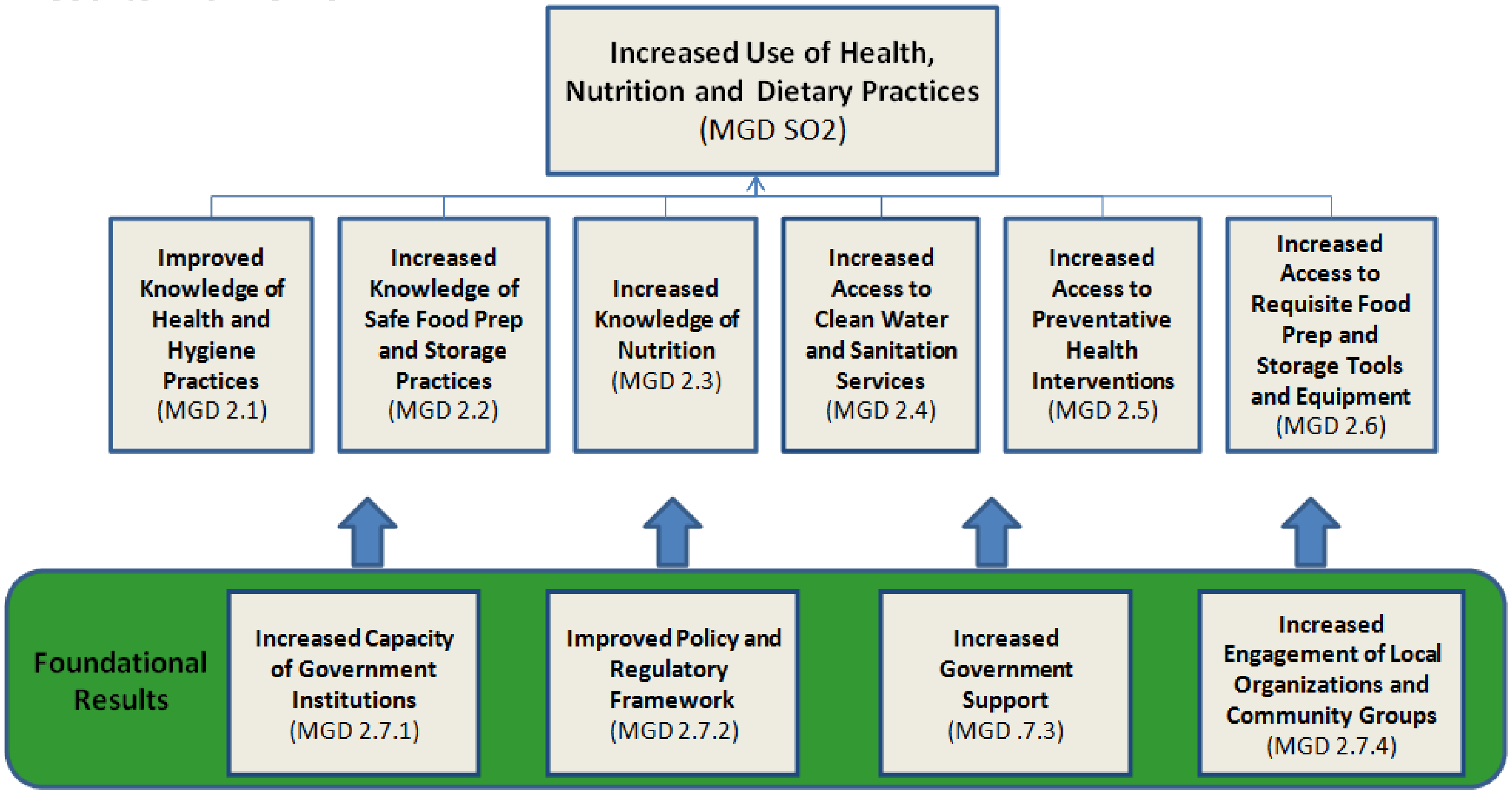
- Supplies
  - This category includes supplies, equipment costs under $5,000, and related maintenance expenses on such equipment.
- Other
  - Any expenses included under the "Other" line must be defined by the PVO and approved by FAS.
- ITSH Indirect
  - Describe the indirect costs for the ITSH category.
- Cost Share
  - Describe any cost share (cash or in-kind) contributions that fit in the ITSH category

APPENDIX F – McGovern-Dole Results Framework and Illustrative Examples of Foundational Results



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	**WHAT:** Build local skills, knowledge and tools necessary to monitor teacher attendance and address constraints. **HOW:** Development of tools, processes and procedures for tracking and reporting; Assessments of constraints and plans to remove barriers/increase incentives.	**WHAT:** Support the development, implementation and enforcement of policies and regulations that lead to more consistent teacher attendance. **HOW:** Help school officials draft attendance policies for teachers, including reporting and enforcement procedures.	**WHAT:** Increase government support for teachers through increased teacher salaries, hiring of more teachers, providing improved benefits to teachers. **HOW:** Help school officials advocate for more teachers or for increases to teacher salaries.	**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. **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.
Better Access to School Supplies and Materials	**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. **HOW:** Developing tools and procedures for assessing needs and coordinating procurement and delivery of materials on a timely basis.	**WHAT:** Development of ministry policies and guidance regarding the minimum ratio of supplies in a classroom to teachers/or students. **HOW:** Work with school officials to analyze supply needs and build appropriate and practical policies.	**WHAT:** Increase in government funding for school supplies and materials. **HOW:** Helping school officials collect and analyze data on essential school supplies, so that they can advocate for increased budgetary support.	**WHAT:** Increase the capacity of the community to support the availability of classroom supplies and materials. **HOW:** Teach PTAs how to hold fundraising events and partner with and solicit donations from private companies and organizations.
Improved Literacy Instructional Materials	**WHAT:** Increase the capability of education staff (e.g. MoE) to revise or strengthen literacy instructional materials. **HOW:** Provide training to staff on curriculum development or partner with institutions to create supplemental teaching materials.	**WHAT:** Create or strengthen policies and guidance regarding the quality of literacy education, which would mandate improvements to literacy curricula and instructional materials. **HOW:** By providing technical support to ministry of education officials on international best practices for youth literacy education.	**WHAT:** Increases in the budget for development of literacy curriculum and/or the purchase of new books for teachers and students. **HOW:** Help MOE officials assess the cost to develop or procure the improved instructional material for a district, region or nation.	**WHAT:** Increase the ability of the community to advocate for improvements to literacy materials, including the curriculum. **HOW:** By holding town hall meetings to discuss changes to the curriculum and providing an opportunity for community input.
Increased Skills and Knowledge of Teachers	**WHAT:** Building the capacity of school administrators to provide training and support to teachers. **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.	**WHAT:** Development and implementation of policies regarding the minimum qualifications and/or training required for teachers. **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.	**WHAT:** Increase budgets for training teachers. **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.	**WHAT:** Increase the ability of communities to advocate for qualified teachers and support the needs of teachers to get the training they need. **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.
Increased Skills and Knowledge of School Administrators	**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. **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.	**WHAT:** Development and implementation of policies regarding the minimum qualifications and/or training required for principals and school administrators. **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.	**WHAT:** Increase budgets for training principals and/or hiring more qualified principals **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.	**WHAT:** Increase the ability of communities to advocate for qualified principals and support the needs of principals to get the training they need. **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.

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	**WHAT:** Building the operational and administrative capacity of local partners and/or government to carry out a school feeding program. **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.	**WHAT:** Development and implementation of school feeding policy and regulations. **HOW:** Assistance to draft ration and meal timing guidelines, guidance on targeting programs to areas with highest potential impact on attendance and enrollment, etc.	**WHAT:** Increasing government resources to provide school-aged children with food. **HOW:** This may include providing technical assistance to develop budget projections and staffing requirements necessary to carry out school feeding programs in targeted areas.	**WHAT:** Increase the ability of communities to advocate for and support school feeding programs. **HOW:** Help establish opportunities for local purchase or donation of food by communities to support the school feeding program.
Increased Economic and Cultural Incentives (or Decreased Disincentives)	**WHAT:** Building the capacity of local organizations and/or government to provide incentives for school-aged children to attend school. **HOW:** Providing assistance to conduct assessments of economic and cultural constraints to attendance and develop plans to remove barriers/increase incentives.	**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. **HOW:** This may include assisting the development of government policies/regulations that incentivize attendance or address barriers to non-attendance.	**WHAT:** Increasing government resources to increase incentives or decrease disincentives for school-aged children to attend school. **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.	**WHAT:** Increase the ability of communities to advocate for and support programs and policies that address barriers to attendance. **HOW:** Creating forums for parents, communities, and school administrators to discuss barriers to attendance and to develop solutions for overcoming them.
Reduced Health-related Absences*	**WHAT:** Building the capacity of local communities and/or government to implement programs and activities that support good health and dietary practices. **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.).	**WHAT:** Development and implementation of policies and guidance aimed at reducing the risk of illness for school-aged children. **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.	**WHAT:** Increasing government resources to implement programs and activities that support good health and dietary practices. **HOW:** Provide assistance to government to assess the financial and human resource requirements of implementing good health, hygiene, and dietary programs.	**WHAT:** Increase the ability of communities to advocate for and support heath initiatives, particularly as they relate to school aged-children. **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.
Improved School Infrastructure	**WHAT:** Building the capacity of local communities and/or government to build and repair school infrastructure. **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 recourses available, etc.	**WHAT:** Development and implementation of policies or codes for school infrastructure. **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.	**WHAT:** Increasing government resources for building and repairing school infrastructure. **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.	**WHAT:** Increase the ability of communities to advocate for and engage in repairs and building of school infrastructure. **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.
Increased Student Enrollment	**WHAT:** Building the capacity of local organizations and/or government to improve enrollment policies and procedures. **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.	**WHAT:** Development and implementation of policies and guidance aimed at increasing enrollment in school. **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.	**WHAT:** Increasing government resources for efforts aimed at increasing student enrollment, such as enrollment campaigns, enrollment fee or uniform subsides for qualifying students, etc. **HOW:** Provide assistance to assess the costs associated with the activities necessary to increase enrollment.	**WHAT:** Increase the ability of communities to advocate for and engage in enrollment efforts. **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.
Increased Community Understanding of the Benefits of Education	**WHAT:** Building the capacity of government and local organizations to effectively engage communities on the importance and benefits of primary school education for children. **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.).	**WHAT:** Development and implementation of policies and guidance aimed at increasing community understanding and buy-in for primary education. **HOW:** Provide assistance to develop policies and guidance for school administrators to establish and implement community outreach plans.	**WHAT:** This includes increased government resources for activities and materials aimed at increasing community members' understanding of the benefits of education. **HOW:** Providing technical assistance to help assess the costs associated with developing and implementing a communication and outreach plans.	**WHAT:** Increase the ability of communities to advocate for and engage in education promotion. **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.

*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 G - Manual For The Use Of Results Frameworks

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 U.S. 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 country context, it may be necessary to address additional intermediate results (IR) that are not included in the Program-Level RFs. Similarly, a 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.

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*. 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*. Achievement of each of these three results is based on a cause-and-effect logic of lower-level IRs being achieved. The following discussion describes the logic behind each of the three 'results streams.'

<u>Results Stream 1: Improved Student Attendance</u>
Improvement of school attendance rates requires achievement of 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 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. Illustrative examples 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 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 understanding of, and support for, primary school education should contribute to increased attendance rates.

Results Stream 2: Improved Quality of Literacy Instruction

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. Illustrative examples 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 several 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. Illustrative enabling examples of activities 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 to 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.

<u>RF 1: Foundational Results</u>
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:

- *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 involves 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.

<u>Intermediate Results</u>
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 involves equipping 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*: 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 factors 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*: 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.

<u>RF 2: Foundational Results</u>

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 Appendix F 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 table in Appendix F, 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 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.

Appendix H - MCGOVERN-DOLE STANDARD INDICATORS

<table>
<tr><td colspan="2">MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children</td><td colspan="2">MCGOVERN-DOLE SO1: Improved Literacy of School-Age Children</td></tr>
<tr><td colspan="4">MCGOVERN-DOLE INDICATOR 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</td></tr>
<tr><td colspan="4">DEFINITION: Proportion of learners who attain the specified threshold at the end of two grades of primary schooling, the beginning of the third year of primary schooling, or the equivalent levels of accelerated learning programs. Students and learners in formal and non-formal education programs should be included. Measures of the indicator will be determined in consultation with the country, and informed by national (or regional, if applicable) curriculum standards, and by international experience.

Illustrative examples include country-specific benchmarks on national assessments that have satisfactory psychometric validity and reliability and limited corruption issues or levels of oral fluency based on acceptable oral assessments, e.g. demonstrating satisfactory levels of comprehension as measured by comprehension questions on grade 2 texts or reading a country-determined number of words correct per minute. The language(s) of assessment will be determined by country policies. Any assessment system with adequate psychometric validity and reliability is acceptable, e.g. ASER, EGRA, and national assessments.

A census of all the students and learners who received the treatment or intervention is not necessary. Rather, a statistical sample that is representative of that population is adequate. Those findings then may be extrapolated to the population.

$$\textit{MCGOVERN-DOLE indicator 1} = \frac{\textit{\# of students and learners reading with enough understanding at the end of the first two grade of primary schooling}}{\textit{Total \# of students and learners at the end of the first two grades of primary schooling}}$$</td></tr>
<tr><td colspan="4">RATIONALE: The indicator is useful for measuring the impact of USDA projects in improving the literacy of school age children.</td></tr>
<tr><td colspan="4">INDICATOR CHARACTERISTICS</td></tr>
<tr><td>UNIT OF MEASURE:
Percent</td><td>INDICATOR LEVEL:
Outcome</td><td>DIRECTION OF CHANGE:
Higher is better</td><td>FREQUENCY OF REPORTING:
Baseline, midterm, and endline</td></tr>
<tr><td colspan="4">DISAGGREGATION:
<u>Sex</u>: Male, Female</td></tr>
<tr><td colspan="4">DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.</td></tr>
</table>

<table>
<tr><td colspan="2">HOW SHOULD IT BE COLLECTED: For students and learners in both formal and non-formal education
programs, data will be generated through early grade reading assessments (most likely oral). Assessments should be done at baseline, midterm, and endline, using comparable assessments given at the same grades or their equivalents (at the end of grade two, the beginning of grade 3, or at the equivalent level of accelerated learning programs). These assessments may be carried out by or in partnership with host governments or other organizations, national or international.</td></tr>
<tr><td colspan="2">MEASUREMENT NOTES: Note that the sampling approach must generate data representative at the level of USDA interventions. If, for instance, programs intervene in only two provinces, data representative of those two provinces must be collected.

Nationally-representative data cannot be disaggregated by province unless the sampling frame was designed to do so, and is large enough for this type of disaggregation.

Testing data should be collected at the same time during each school year, if feasible.

If EGRA is used for literacy testing, evaluators must follow the standards articulated in the most recently published EGRA Toolkit (example: https://www.globalreadingnetwork.net/eddata/early-grade-reading-assessment-toolkit-second-edition-2016).

BASELINE INFO: This indicator will have a non-zero baseline percentage, representing the actual percentage of students in targeted project schools who can read and understand the meaning of grade level text before the project begins.</td></tr>
<tr><td colspan="2">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><th colspan="2">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</th></tr>
<tr><td>FtF INDICATOR:
No</td><td>DEFINITIONAL AND MEASUREMENT NOTES:
This indicator aligns with USG Standard Foreign Assistance Indicator ES.1-1</td></tr>
</table>

MCGOVERN-DOLE RESULTS FRAMEWORK 2: Improved Literacy of School-Age Children			**MCGOVERN-DOLE 1.3:** Improved Student Attendance
MCGOVERN-DOLE INDICATOR 2: Average student attendance rate in USDA supported classrooms/schools			
DEFINITION: This indicator measures the average attendance rate of males and females attending USDA supported schools. The indicator tracks any change over time in the attendance rate. The indicator doesn't rely on tracking individual student's attendance, but rather reflects an "attendance rate" calculated by how many children are in attendance at a given time compared to how many could be (based on enrollment). "Students" are learners of school-age in formal or non-formal schools or non-school based settings for the purpose of acquiring academic basic education, knowledge, or skills. "USDA supported classrooms/school" is defined as those classrooms or schools that receive direct services from a USDA-supported program. Services include, for example, school meals and/or take home rations; subsidies for school books, uniforms, and transportation fees; school enrollment fees; and activities focused on increasing parents' and communities' knowledge of the importance of schooling.			
RATIONALE: The indicator is useful for measuring the impact of USDA projects in boosting the number of students that attend school. The McGovern-Dole program legislation targets low-income areas where children's enrollment and attendance in school is low or female enrollment and participation in preschool or school is low. Increased attendance gives students increased opportunities to learn.			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Percent	**INDICATOR LEVEL:** Outcome	**DIRECTION OF CHANGE:** Higher is better	**FREQUENCY OF REPORTING:** Biannually covering the periods: October 1 – March 31 and April 1 – September 30
DISAGGREGATION: <u>Sex</u>: Male, Female			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Depending on the accuracy of school records, student data from school/teacher attendance records can be collected and analyzed, or data collected by Recipients during visits using real-time headcounts and enrollment data may be used.			
MEASUREMENT NOTES: Data should be collected by recipients in a representative sample of schools that the project is operating in during the reporting period. Data should be collected two or more times during the reporting period and combined when reporting to mitigate the risk of an attendance anomaly on a single day. Recipients should aim to collect data on "typical" school days where attendance levels are expected to realistically reflect students' attendance. The attendance rate			

may rely on school records when those records appear accurate, but should instead rely on headcounts by recipient staff when there is doubt about the accuracy of records. External evaluators should replicate the attendance rate data collection and calculation method during each evaluation to triangulate project monitoring data. BASELINE INFO: The baseline will be a non-zero number, reflecting the average attendance rate in schools before the project begins.	
DATA ENTRY IN FAIS: The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.	
RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE	
FtF INDICATOR: No	**DEFINITIONAL AND MEASUREMENT NOTES:** None

<table>
<tr><td colspan="2">MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children</td><td colspan="2">MCGOVERN-DOLE 1.1.2: Better Access to School Supplies and Materials</td></tr>
<tr><td colspan="4">MCGOVERN-DOLE INDICATOR 3: Number of teaching and learning materials provided as a result of USDA assistance</td></tr>
<tr><td colspan="4">DEFINITION: This indicator measures the number of teaching and learning materials provided as a result of USDA assistance. This may represent a range of final ‘products’, including materials that are designed and then printed and published, or documents that are purchased and distributed. For the purposes of this indicator, however, the same material should only be counted once: in its final stage of USDA support.

Teaching and learning materials may include:
textbooks
student workbooks
supplementary reading books, including library books or materials
educational tapes, CDs and DVDs
reference material in hard or electronic copies for use in preschool, primary, secondary, adult education, and/or teacher training classes.
support materials for educational radio, cassette, CD or TV broadcasts
Small materials and supplies (e.g. pencils, small materials produced as hand-outs in training etc.), even if paid for by USDA funds should not be counted.</td></tr>
<tr><td colspan="4">RATIONALE: Learning materials, including an adequate amount of materials per student, are critical to supporting educational quality. This measure provides an overall sense of the scope of products resulting from investments in this area.</td></tr>
<tr><td colspan="4">INDICATOR CHARACTERISTICS</td></tr>
<tr><td>UNIT OF MEASURE:
Number: Teaching/ Learning Materials</td><td>INDICATOR LEVEL:
Output</td><td>DIRECTION OF CHANGE:
Higher is better</td><td>FREQUENCY OF REPORTING:
Biannually covering the periods: October 1 – March 31 and April 1 – September 30</td></tr>
<tr><td colspan="4">DISAGGREGATION: None</td></tr>
<tr><td colspan="4">DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from program participant records and reports, school administrator/teacher records.</td></tr>
<tr><td colspan="4">MEASUREMENT NOTES: None</td></tr>
<tr><td colspan="4">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.

BASELINE INFO: Baseline is zero.</td></tr>
<tr><td colspan="4">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</td></tr>
</table>

FtF INDICATOR: No	DEFINITIONAL AND MEASUREMENT NOTES: *This indicator aligns with* USG Standard Foreign Assistance Indicator ES.1-10.

MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children	**MCGOVERN-DOLE 1.1.4:** Increased Skills and Knowledge of Teachers

MCGOVERN-DOLE INDICATOR 4: Number of teachers/educators/teaching assistants in target schools who demonstrate use of new and quality teaching techniques or tools as a result of USDA assistance

DEFINITION: This outcome indicator measures the number of teachers/educators/teaching assistants who are using improved techniques and tools in their classrooms as a result of USDA assistance.

Teachers, educators, teaching assistants who have successfully completed a pre- or in-services training program to teach in schools or equivalent non-school based settings with USDA support (i.e. scholarships or training program funded in whole or in part with USDA funds) should be evaluated as to whether the learned technologies and techniques are being applied in their classroom instruction.

Successful application requires that teachers, educators, and teaching assistants have incorporated the learned methods into their curriculum and are actively applying these methods in their daily classroom instruction.

RATIONALE: Increasing the skills and knowledge of teachers builds human capital and supports institutional capacity building in countries. Increasing skills and knowledge of teachers will support the improved quality of literacy instruction by fostering an environment that promotes quality teaching and that is conducive to student learning.

INDICATOR CHARACTERISTICS

UNIT OF MEASURE:	**INDICATOR LEVEL:**	**DIRECTION OF CHANGE:**	**FREQUENCY OF REPORTING:**
Number: Teachers / Educators / Teaching Assistants	Outcome	Higher is better	Annually covering the period: October 1-September 30

DISAGGREGATION:
Sex: Male, Female

DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from program observations, interviews, site visits, and reports.

MEASUREMENT NOTES: This indicator counts the *application* of improved techniques and tools developed through USDA sponsored training, whereas the count of individuals trained is reported under MCGOVERN-DOLE Indicator 5.

BASELINE INFO: Baseline is zero.

<table>
<tr><td colspan="2">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><td colspan="2" align="center">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</td></tr>
<tr><td>FtF INDICATOR:
No</td><td>DEFINITIONAL AND MEASUREMENT NOTES:
None</td></tr>
</table>

<table>
<tr><td colspan="2">MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children</td><td colspan="2">MCGOVERN-DOLE 1.1.4: Increased Skills and Knowledge of Teachers</td></tr>
<tr><td colspan="4">MCGOVERN-DOLE INDICATOR 5: Number of teachers/educators/teaching assistants trained or certified as a result of USDA assistance</td></tr>
<tr><td colspan="4">DEFINITION: This is an output indicator measuring the number of teachers/educators/training assistants trained or certified directly as a result of USDA funding in whole or in part.

Teachers, educators, teaching assistants who have successfully completed a pre- or in-services training program to teach in schools or equivalent non-school based settings with USDA support (i.e. scholarships or training program funded in whole or in part with USDA funds)

Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours in duration.</td></tr>
<tr><td colspan="4">RATIONALE: Training teachers and/or educators builds human capital and supports institutional capacity building in countries. This indicator provides an overall sense of scope by giving a count of the total number of teachers/educators trained through pre-service training. Training teachers to effectively teach literacy to children of different skill levels is essential to improving the overall quality of instruction.</td></tr>
<tr><td colspan="4" align="center">INDICATOR CHARACTERISTICS</td></tr>
<tr><td>UNIT OF MEASURE:
Number: Teachers / Educators / Teaching Assistants</td><td>INDICATOR LEVEL:
Output</td><td>DIRECTION OF CHANGE:
Higher is better</td><td>FREQUENCY OF REPORTING:
Biannually covering the periods: October 1 – March 31 and April 1 – September 30</td></tr>
<tr><td colspan="4">DISAGGREGATION:
<u>Sex</u>: Male, Female</td></tr>
<tr><td colspan="4">DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from program participant training records and reports. Recipients should keep detailed training lists for all training sessions.</td></tr>
</table>

MEASUREMENT NOTES: Trainings should be counted only if they are at least two working days in duration (16 hours). If a trainee is trained in more than one area or instance in a given reporting period, s/he should only be counted once in that reporting period. Participants may be counted in multiple fiscal years if they continue receiving training across fiscal years, but should be counted only once in the life-of-project total. This indicator counts the individuals trained through USDA sponsored training, whereas the *application* of new techniques and tools developed is reported under MCGOVERN-DOLE Indicator 4. BASELINE INFO: Baseline is zero.
DATA ENTRY IN FAIS: The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.
RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE

FtF INDICATOR: No	**DEFINITIONAL AND MEASUREMENT NOTES:** *This indicator aligns with* USG Standard Foreign Assistance Indicator ES.1-6.
MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children	**MCGOVERN-DOLE 1.1.5:** Increased Skills and Knowledge of School Administrators

MCGOVERN-DOLE INDICATOR 6: Number of school administrators and officials in target schools who demonstrate use of new techniques or tools as a result of USDA assistance
DEFINITION: This outcome indicator measures the total number of school administrators who are applying the new knowledge and skills received in USDA-supported training and certification programs. Areas of training may include finance, management (e.g. logistics, monitoring, personnel use and support), governance (e.g., legislation, communication, enforcement), infrastructure (e.g. building, supplies), or quality assurance for improving literacy skills. School administrators should demonstrate the use of at least one new technique or technology in their standard practices or procedures related to finance, management, infrastructure, or quality assurance of instruction.
RATIONALE: Increasing the skills and knowledge of school administrators builds human capital and supports institutional capacity building in countries. Increasing skills and knowledge of school administrators will support the improved quality of literacy instruction by fostering an environment that promotes quality teaching and that is conducive to student learning.
INDICATOR CHARACTERISTICS

UNIT OF MEASURE: Number: Administrators/ Officials	**INDICATOR LEVEL:** Outcome	**DIRECTION OF CHANGE:** Higher is better	**FREQUENCY OF REPORTING:** Annually covering the periods: October 1-September 30
DISAGGREGATION:			

<table>
<tr><td colspan="2"><u>Sex</u>: Male, Female</td></tr>
<tr><td colspan="2">DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from program observations, interviews, site visits, and reports.</td></tr>
<tr><td colspan="2">MEASUREMENT NOTES:
This indicator counts the application of improved techniques and tools developed through USDA sponsored training, whereas the count of individuals trained is reported under MCGOVERN-DOLE Indicator 7.

BASELINE INFO: Baseline is zero.</td></tr>
<tr><td colspan="2">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><td colspan="2" align="center">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</td></tr>
<tr><td>FtF INDICATOR:
No</td><td>DEFINITIONAL AND MEASUREMENT NOTES:
None</td></tr>
</table>

MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children			**MCGOVERN-DOLE 1.1.5:** Increased Skills and Knowledge of School Administrators
MCGOVERN-DOLE INDICATOR 7: Number of school administrators and officials trained or certified as a result of USDA assistance			
DEFINITION: This is an output indicator measuring the number of school administrators and officials (e.g. principals, superintendents) trained or certified directly as a result of USDA funding in whole or in part. School administrators or other education officials (public or private) are trained in aspects of their current positions, including areas such as finance, management (e.g. logistics, monitoring, personnel use and support), governance (e.g., legislation, communication, enforcement), infrastructure (e.g. building, supplies) or quality assurance for improving literacy skills. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration.			
RATIONALE: Training school administrators or education officials builds human capital and supports institutional capacity building in countries. Increasing 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.			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Administrators/ Officials	**INDICATOR LEVEL:** Output	**DIRECTION OF CHANGE:** Higher is better	**FREQUENCY OF REPORTING:** Biannually covering the periods: October 1 – March 31 and April 1 – September 30
DISAGGREGATION: Sex: Male, Female			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Data will be collected from program participant training records and reports. Recipients should keep detailed training lists for all training sessions.			
MEASUREMENT NOTES: Trainings should be counted only if they are at least two working days in duration (16 hours); however trainings may not necessarily occur over consecutive days. If a trainee is trained in more than one area or instance in a given reporting period, s/he should only be counted once in that reporting period. Participants may be counted in multiple fiscal years if they continue receiving training across fiscal years, but should be counted only once in the life-of-project total.			

<table>
<tr><td colspan="3">This indicator counts the individuals trained through USDA sponsored training, whereas the application of new techniques and tools developed is reported under MCGOVERN-DOLE Indicator 6.

BASELINE INFO: Baseline is zero.</td></tr>
<tr><td colspan="3">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><td colspan="3">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</td></tr>
<tr><td>FtF INDICATOR:
No</td><td colspan="2">DEFINITIONAL AND MEASUREMENT NOTES:
This indicator aligns with USG Standard Foreign Assistance Indicator ES.1-12.</td></tr>
<tr><td colspan="2">MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children
MCGOVERN-DOLE RESULTS FRAMEWORK 2: Increased Use of Health, Nutrition and Dietary Practices</td><td>MCGOVERN-DOLE 1.3.3: Improved School Infrastructure
MCGOVERN-DOLE 2.4: Increased Access to Clean Water and Sanitation Services</td></tr>
<tr><td colspan="3">MCGOVERN-DOLE INDICATOR 8: Number of educational facilities (i.e. school buildings, classrooms, improved water sources, and latrines) rehabilitated/constructed as a result of USDA assistance</td></tr>
<tr><td colspan="3">DEFINITION: This indicator measures the number of classrooms/schools/latrines/improved water sources rehabilitated or constructed in whole or in part by a USDA-funded project.

Rehabilitation ranges from cosmetic upgrades such as whitewashing walls, to structural improvements (replacing broken windows, fixing leaking roofs, rebuilding damaged walls or roofs, repairing latrines, and upgrading fixing school kitchens), and mending broken furniture. Latrines (or toilets) that are repaired must meet set local government standards and should also be counted. Latrines (or toilets) counted are only those that have hand washing facilities within or near the toilets.

Classrooms are expected to be safe and secure spaces in which organized group learning takes place. Classrooms range from environmentally-appropriate, roofed structures without walls, to traditional four-walled structures with a roof and windows. Latrines (or toilets) constructed must allow for gender-specific latrines (or toilets) and must meet host country standards regarding the ratio of students per squat hole.

If a classroom block is rehabilitated/constructed, the number of classrooms in that block affected by the repair/construction should be counted. Similarly, if a block of latrines is rehabilitated/constructed, the number of latrines affected should be counted. This indicator does not include temporary classrooms (such as tents, open spaces set aside for instruction) frequently found in refugee settings.

An improved water source is an infrastructure improvement to a water source, a distribution system, or a delivery point. By nature of its design and construction, the improvement is likely to protect the water source from external contamination, in particular fecal matter.</td></tr>
</table>

Improved water sources are: • Piped water into dwelling, plot, or yard • Public tap/standpipe • Tube well/borehole • Protected dug well • Protected spring • Rainwater collection If the water source is rehabilitated or constructed but does not meet the criteria of "improved", it should not be counted as it is not likely to yield potable water. Note that MCGOVERN-DOLE Indicator 27 counts the number of *schools* with an improved water source, whereas the number of improved water sources that the project rehabilitates or constructs is counted using this indicator. See MCGOVERN-DOLE Indicator 27 for more detail on improved water sources.			
RATIONALE: Classrooms of acceptable quality are an essential component of education, making instruction possible, more enjoyable and more acceptable for children. Classroom construction can also encourage parents to send their children to school especially in areas where schools were previously too far away. Schools in flagrant disrepair are a deterrent to attendance, especially for females, a distraction from instruction, and frequently unsafe and inadequate for teaching and learning in inclement weather. Adequate school buildings positively impact school attendance.			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Facilities	**INDICATOR LEVEL:** Output	**DIRECTION OF CHANGE:** Higher is better	**FREQUENCY OF REPORTING:** Biannually covering the periods: October 1 – March 31 and April 1 – September 30
DISAGGREGATION: <u>Type of Facility</u>: • Classrooms • Kitchens, cook areas • Improved Water Sources • Latrines • Other school grounds or school buildings			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Data will be collected by observation or from program participant records and reports.			
MEASUREMENT NOTES: Facilities at schools should only be counted if they receive direct assistance whether in whole or in part from a USDA project. BASELINE INFO: Baseline is zero.			
DATA ENTRY IN FAIS:			

The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.	
RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE	
FtF INDICATOR: No	**DEFINITIONAL AND MEASUREMENT NOTES:** *This indicator aligns with* USG Standard Foreign Assistance Indicator ES.1-14 (Number of Classrooms).

MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children			**MCGOVERN-DOLE 1.3.4:** Increased Student Enrollment
MCGOVERN-DOLE INDICATOR 9: Number of students enrolled in schools receiving USDA assistance			
DEFINITION: This is an outcome indicator measuring the number of school-age students or learners formally enrolled in school or equivalent non-school based settings for the purpose of acquiring academic basic education skills or knowledge. This number may include learners enrolled in educational radio and/or TV programming. Only students enrolled at schools that are directly benefitting from USDA assistance should be counted under this indicator. For this indicator, USDA assistance to schools includes the provision of commodities for school feeding and/or the rehabilitation of school infrastructure.			
RATIONALE: Student enrollment is typically a precursor to attendance, as children usually must be formally enrolled in order to attend class. Children must regularly attend school in order to improve their reading skills and understanding of grade-level text.			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Students	**INDICATOR LEVEL:** Outcome	**DIRECTION OF CHANGE:** Higher is better	**FREQUENCY OF REPORTING:** Annually covering the period: October 1 – September 30
DISAGGREGATION: <u>School Level</u>: • Pre-Primary • Primary • Secondary SECOND LEVEL: o <u>Sex</u>: Male, Female			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Data will be collected from program participant records and reports, and school/teacher enrollment records.			
MEASUREMENT NOTES: BASELINE INFO: The baseline for this indicator is a non-zero number. The baseline should reflect the actual enrollment in project schools before the project begins.			
DATA ENTRY IN FAIS: The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.			
RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE			
FtF INDICATOR: No	**DEFINITIONAL AND MEASURMENT NOTES:** *This indicator aligns with* USG Standard Foreign Assistance Indicators ES.1-3 and ES.1-4.		

MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children **MCGOVERN-DOLE RESULTS FRAMEWORK 2:** Increased Use of Health, Nutrition and Dietary Practices	**MCGOVERN-DOLE 1.4.2** Improved Policy and Regulatory Framework **MCGOVERN-DOLE 2.7.2** Improved Policy and Regulatory Framework
MCGOVERN-DOLE INDICATOR 10: Number of policies, regulations, or administrative procedures in each of the following stages of development as a result of USDA assistance	
DEFINITION: Number of education enabling environment policies/regulations/administrative procedures in the areas of education, including school feeding, school finance, assessment, teacher recruitment and selection, etc., that: Stage 1: Underwent the first stage of the policy reform process i.e. analysis (review of existing policy/regulation/administrative procedure and/or proposal of new policy/regulations/administrative procedures Stage 2: Underwent the second stage of the policy reform process. The second stage includes public debate and/or consultation with stakeholders on the proposed new or revised policy/regulation/administrative procedure Stage 3: Underwent the third stage of the policy reform process (policies were presented for legislation/decree to improve the policy environment for education) Stage 4: Underwent the fourth stage of the policy reform process [official approval (legislation/decree) of new or revised policy/regulation/administrative procedure by relevant authority] Stage 5: Completed the policy reform process (implementation of new or revised policy/regulation/administrative procedure by relevant authority) Other: Or were otherwise shaped by the recipient's direct involvement. This indicator is disaggregated by two types of policies/ regulation/ administrative procedures: educational, and child health and nutrition. To be counted under education, actions must have, as their ultimate purpose, improving equitable access to or the quality of education services. Child health may include government health facilities, established procedures, materials, public information, or training. Nutrition may include public sector investment allocated to nutrition, nutritional content of agricultural products as provided to consumers, nutritional products, nutrition service delivery, provision of deworming medication, school-based WASH, etc., Policies, regulations or administrative procedures that focus on *school feeding* should be captured as educational policies, regardless of which local ministry or agency is involved. Child health and nutrition actions besides those which focus on school feeding should be captured as child health and nutrition policies. Count the highest stage completed during the reporting year.	
RATIONALE: The indicator measures the number of policies/regulations/administrative procedures in the various stages of progress towards an enhanced enabling environment for education and child health and nutrition. It includes the development, implementation, and	

enforcement of policies and regulations that support the achievement of one or more results in the MCGOVERN-DOLE framework focused on improving literacy of school-age children, or focused on increasing use of health, nutrition and dietary practices			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Policies, regulations, and/or administrative procedures and supplementary narrative	**INDICATOR LEVEL:** Stages 1 & 2: Output Stages 3, 4 & 5: Outcome	**DIRECTION OF CHANGE:** Because this indicator tracks individual policies through the disaggregated stages, one should see the disaggregate for each stage change over time in certain ways. One should expect the value of disaggregates measuring the earlier stages to decline and the disaggregates measuring later stages of progress to increase as the enabling environment is strengthened (i.e. move from analysis to adoption and implementation of reforms)	**FREQUENCY OF REPORTING:** Annually covering the period: October 1-September 30
DISAGGREGATION: Type of policy: • Educational • Child Health and Nutrition Stage: Disaggregates will be shown by stages (1-5) and 6 as noted above.			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Data collected at the project-level, through project records of activities and capacity building carried out by the project, observation, and analysis of the host government legal status of the various policies being addressed. Policies, legislation, and regulations should be submitted to USDA and attached in project reports.			
MEASUREMENT NOTES: Only count policies specifically addressed and supported with USDA assistance. Enter the name of the policy/regulation/administrative procedure and its stage in order to track movement through the stages. Count the highest stage completed during the reporting year. This indicator tracks the policy, regulation, or administrative procedure. Multiple project participants working in the same country or region (with regard to regional policies) may report the same policy, regulation, or administrative procedure as long as the program participant participated			

in the process and provided assistance to the development, drafting, or formation of the law or policy. BASELINE INFO: Baseline is zero.
DATA ENTRY IN FAIS: The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.

RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE	
FtF INDICATOR: No	**DEFINITIONAL AND MEASUREMENT NOTES:** None

MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School Age Children	**MCGOVERN-DOLE 1.4.3:** Increased Government Support **MCGOVERN-DOLE 1.4.4:** Increased Engagement of Local Organizations and Community Groups
MCGOVERN-DOLE INDICATOR 11: Value of new USG commitments, and new public and private sector investments leveraged by USDA to support food security and nutrition	

DEFINITION: The term "investments" is defined as public or private sector resources intended to complement existing/ongoing USDA-funded activities (*i.e.* education or nutrition activity, as described below), including resources provided for purposes of *cost-share* or *matching*. While the majority of such resources will be monetary in nature, non-monetary resources (e.g. in-kind contributions, labor, etc.) should be expressed in their respective dollar values. Data should be collected for four categories: "host government," "other public sector," "private sector", and "new USG commitments".

"Host Government" includes any investments from the national, regional, or local governments.

"Other public sector" includes any investments provided by the Program Participant itself, or other Private Voluntary Organizations.

"Private sector" includes any investments from a private actor, including for-profit organizations, private philanthropic organizations, or individuals.

"New USG commitments" refers to funds in the form of a direct loan, part of a grant, or other award designed to leverage additional funds from private sector organizations. Subsidies paid to structure a guarantee or insurance product do not count as new USG commitments.

"Leveraged as a result of USDA assistance" indicates that the investment was directly encouraged or facilitated by the activities funded or resources provided by USDA.

"Investments" means the level of resources provided during each reporting year.

For multi-year activities, <u>commitments</u> are recorded at the outset of the activity, if made prior to the start of the activity, or during the year when they are made, if commitments are received during implementation of an activity. A nutritional activity includes any activity focused on improving the nutritional content of agricultural products provided to consumers, developing improved nutritional products, increasing support for nutrition service delivery, etc. An educational activity includes any activity focused on improving educational support to improve the quality of literacy or any other lower level result in the MCGOVERN-DOLE results framework such as improving access to school supplies and materials, improved school infrastructure, increased access to food, and improved literacy instructional materials. This indicator is not directly paired with the preceding indicator (MCGOVERN-DOLE Indicator 10) on public-private partnerships. In other words, this indicator does not track only investments that may have been leveraged via those partnerships, but rather is separate and broader in tracking the value of any public or private sector investments leveraged (encouraged or facilitated) by the activities or resources provided by USDA.			
RATIONALE: The assumption of this indicator is that the higher the value of investment, particularly by the host government, the greater the chances for long-term sustainability of education and nutrition-related activities beyond USDA's initial commitment. Private sector investment is critical because it indicates that the investment is perceived by private agents to provide a positive financial return and therefore is likely to lead to sustainable improvements. All of these investments are key to achieving long-term impact in project areas by increasing host country capacity and ownership of programs. Coordinated and complementary investments from the host government and other public and private sector donors will help achieve improved literacy and increased use of health and dietary practices, which then contribute to the key objective of improving the literacy of school age children and sustaining the benefits made during project implementation to literacy, attendance, and enrollment by graduating the project to full host-country ownership.			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: U.S. Dollar	**INDICATOR LEVEL:** Output	**DIRECTION OF CHANGE:** Higher is better	**FREQUENCY OF REPORTING:** Annually covering the period: October 1-September 30
DISAGGREGATION: <u>Type of investment amount</u>: • Host Government amount • Other Public sector amount • Private sector amount • New USG Commitment amount			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Data will be collected by partnership records/agreements.			

MEASUREMENT NOTES: Convert local currency to U.S. dollars at the average market foreign exchange rate for the reporting period. Report exchange rate in indicator narrative in FAIS. BASELINE INFO: Baseline is zero.	
DATA ENTRY IN FAIS: The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.	
RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE	
FtF INDICATOR: Yes, partially; combines EG.3.1-14 with USDA-specific disaggregates	**DEFINITIONAL AND MEASURMENT NOTES:** For more guidance on the Feed the Future indicator, please refer to the Feed the Future Indicator Handbook (https://www.agrilinks.org/post/feed-future-indicator-handbook).

MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School Age Children	**MCGOVERN-DOLE 1.4.4:** Increased Engagement of Local Organizations and Community Groups

MCGOVERN-DOLE INDICATOR 12: Number of public-private partnerships formed as a result of USDA assistance

DEFINITION: Number of public-private partnerships in education or nutrition formed during the reporting year due to USDA assistance (*i.e.* education or nutrition activity, as described below). Private partnerships can be long or short in duration (length is not a criteria for measurement). Partnerships with multiple partners should only be counted once, though each partnership for a different purpose should be counted. A public-private alliance (partnership) is considered formed when there is a clear agreement, usually written, to work together to achieve a common objective. There must be either a cash or in-kind significant contribution to the effort by both the public and the private entity. A private entity can be a for-profit entity, an NGO using private funds, a private company, a community group, or a state-owned enterprise which seeks to make a profit (even if unsuccessfully). A public entity can be a donor-funded program participant, a national or sub-national government, or state-owned enterprises which are non-profit. One example of a common local-level public-private partnership in MCGOVERN-DOLE projects is a Village Savings and Loan group that contributes to a school canteen.

A project may form more than one partnership with the same entity, but this is likely to be rare. In counting partnerships we are not counting transactions with a partner entity; we are counting the number of partnerships formed during the reporting year. Public-private partnerships counted should be only those formed during the current reporting year. Any partnership that was formed in a previous year should not be included.

A nutritional activity includes any activity focused on improving the nutritional content of agricultural products as provided to consumers, developing improved nutritional products, increasing support for nutrition service delivery, etc.

An educational activity includes any activity focused on improving educational support to improve quality of literacy or any other lower level result in the MCGOVERN-DOLE results framework such as improving access to school supplies and materials, improved school infrastructure, increased access to food, and improved literacy instructional materials.

This indicator is not directly paired with the following indicator (MCGOVERN-DOLE Indicator 11) on the value of public and private investments, and USG commitments, leveraged. In other words, this indicator tracks the number of public-private partnerships formed, and these partnerships may or may not be the same ones that result in investments leveraged by USDA.

RATIONALE: The assumption of this indicator is that if more partnerships are formed it is likely that there will be more investment in education or nutrition-related activities. This will help achieve improved literacy and increased use of health and dietary practices which then contribute to the key objective of improving the literacy of school age children and sustaining

<table>
<tr><td colspan="4">the benefits made during project implementation to literacy, attendance, and enrollment by graduating the project to full host-country ownership.</td></tr>
<tr><td colspan="4" align="center">INDICATOR CHARACTERISTICS</td></tr>
<tr><td>UNIT OF MEASURE:
Number: Partnerships</td><td>INDICATOR LEVEL:
Output</td><td>DIRECTION OF CHANGE:
Higher is better</td><td>FREQUENCY OF REPORTING:
Biannually covering the periods: October 1 – March 31 and April 1 – September 30</td></tr>
<tr><td colspan="4">DISAGGREGATION:
<u>Type of Partnership</u>:
Education
Nutrition
Health
Multi-focus (use this if there are several components of the above sectors in the partnership)
Other</td></tr>
<tr><td colspan="4">DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data should be collected at the project level through observation and records of partnerships created. Partnership agreements should be submitted to USDA and attached in biannual project reports.</td></tr>
<tr><td colspan="4">MEASUREMENT NOTES: Only count partnerships that are attributable to USDA investment.

Each partnership’s formation should only ever be reported once in order to add the total number of partnerships across years.

BASELINE INFO: Baseline is zero.</td></tr>
<tr><td colspan="4">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><td colspan="4" align="center">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</td></tr>
<tr><td>FtF INDICATOR:
No</td><td colspan="3">DEFINITIONAL AND MEASURMENT NOTES:
None</td></tr>
</table>

MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School Age Children	**MCGOVERN-DOLE 1.4.4:** Increased Engagement of Local Organizations and Community Groups

MCGOVERN-DOLE INDICATOR 13: Number of Parent-Teacher Associations (PTAs) or similar "school" governance structures supported as a result of USDA assistance

DEFINITION: A PTA, School Management Committee (SMC), or other similar governance body for an individual school (or equivalent non-school setting) can be identified as:

- meeting at least four times during the school year
- participating in education activities by meeting with school officials quarterly
- contributing to school governance by reviewing all policies and procedures
- OR in any other way engaging to be more supportive of the school or non-school equivalent education setting.

Within the context of each school community, Recipients may determine whether such a structure exists, and then determine whether support in creating such a body or strengthening the existing body is relevant.

This indicator tracks the number of such groups that are supported by USDA during the reporting period. USDA support includes, but is not limited to, direct financial support (grants), coaching/ mentoring provided to the group, and/or training in skills related to serving on a PTA, SMC, or equivalent governance body.

RATIONALE: Support for PTA or other school governance structures is an important way to promote capacity building at the grassroots, local level. Such structures promote opportunities for democracy in action as well as improved local ownership, accountability, and educational quality.

INDICATOR CHARACTERISTICS

UNIT OF MEASURE:	**INDICATOR LEVEL:**	**DIRECTION OF CHANGE:**	**FREQUENCY OF REPORTING:**
Number: PTAs or similar	Output	Higher is better	Biannually covering the periods: October 1 – March 31 and April 1 – September 30

DISAGGREGATION: None

DATA SOURCE:

WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data from project, school, community, and/or administrative records.

MEASUREMENT NOTES: The definitional criteria listed are intended to help identify what a PTA or similar school governance structure may look like, though ultimately Recipients may determine in context whether such structures exist. The indicator itself does not count how many meet the suggested criteria, but rather tracks how many such groups were supported as a result of USDA assistance.

BASELINE INFO: Baseline is zero.

DATA ENTRY IN FAIS:

<table>
<tr><td colspan="2">The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><td colspan="2" align="center">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</td></tr>
<tr><td>FtF INDICATOR:
No</td><td>DEFINITIONAL AND MEASUREMENT NOTES:
This indicator aligns with USG Standard Foreign Assistance Indicator ES.1-13.</td></tr>
</table>

MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children	**MCGOVERN-DOLE 1.2.1:** Reduced Short-Term Hunger **MCGOVERN-DOLE 1.3.1:** Increased Economic and Cultural Incentives **MCGOVERN-DOLE 1.2.1.1/ 1.3.1.1:** Increased Access to Food (School Feeding)

MCGOVERN-DOLE INDICATOR 14: Quantity of take-home rations provided (in metric tons) as a result of USDA assistance

DEFINITION: This indicator will collect the total quantity of take-home rations provided during the reporting period, in metric tons. Take-home rations are provided to a student, family, teacher, or other person in a USDA-supported project.

Take-home rations transfer food resources to families conditional upon school enrollment and regular attendance of children, especially females. Rations are given to families typically once a month or once a term. They increase school participation and probably learning. Their effect depends on whether the value of the ration offsets some of the costs of sending the child to school.

Rations may also be given as an incentive to teachers or cooks in return for their time or service.

RATIONALE: School meals, coupled with take home rations, can serve as an effective mechanism for encouraging attendance, particularly among females, and attentiveness in school. Take home rations 0also increase household access to food in the short term.

INDICATOR CHARACTERISTICS

UNIT OF MEASURE:	**INDICATOR LEVEL:**	**DIRECTION OF CHANGE:**	**FREQUENCY OF REPORTING:**
Number: Metric tons	Output	Higher is better	Biannually covering the periods: October 1 – March 31 and April 1 – September 30

DISAGGREGATION: Commodity type

DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Participating partners will track the quantity of rations distributed during the reporting period.

MEASUREMENT NOTES: The quantity of take-home rations provided is counted under Indicator 14, while the number of *individuals* receiving take-home rations is counted under MCGOVERN-DOLE Indicator 15.

The number of daily school meals provided to school-age children is counted under MCGOVERN-DOLE Indicator 16 and the number of *individual school-age children* receiving school meals is counted under MCGOVERN-DOLE Indicator 17.

BASELINE INFO: Baseline is zero.

DATA ENTRY IN FAIS:

The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.	
RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE	
FtF INDICATOR: No	**DEFINITIONAL AND MEASUREMENT NOTES:** None

MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children	**MCGOVERN-DOLE 1.2.1:** Reduced Short-Term Hunger **MCGOVERN-DOLE 1.3.1:** Increased Economic and Cultural Incentives **MCGOVERN-DOLE 1.2.1.1/ 1.3.1.1:** Increased Access to Food (School Feeding)

MCGOVERN-DOLE INDICATOR 15: Number of individuals receiving take-home rations as a result of USDA assistance

DEFINITION: Take-home rations transfer food resources to families conditional upon school enrollment and regular attendance of children, especially females. Rations are given to families typically once a month or once a term. They increase school participation and probably learning. Their effect depends on whether the value of the ration offsets some of the costs of sending the child to school.

Rations may also be given as an incentive to teachers or cooks in return for their time or service.

RATIONALE: School meals, coupled with take home rations, can serve as an effective mechanism for encouraging attendance, particularly among females. Take home rations also increase household access to food in the short term.

INDICATOR CHARACTERISTICS

UNIT OF MEASURE:	**INDICATOR LEVEL:**	**DIRECTION OF CHANGE:**	**FREQUENCY OF REPORTING:**
Number: Individuals	Output	Higher is better	Biannually covering the periods: October 1 – March 31 and April 1 – September 30

DISAGGREGATION:

Duration:

- New = this reporting period is the first period the individual received take-home rations
- Continuing = the person first received take-home rations in the previous period and continues to receive them

Type of Beneficiary:

- Male Students
- Female Students
- Pregnant and Lactating Women
- Others

DATA SOURCE:

WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Participating partners will count the total number of individuals receiving take home rations at the project level, through reports and program data.

MEASUREMENT NOTES: The quantity of take-home rations provided is counted under MCGOVERN-DOLE Indicator 14. The number of daily meals provided to school age children is counted under MCGOVERN-DOLE Indicator 16 and the number of school-age children receiving school meals is counted under MCGOVERN-DOLE Indicator 17.

Individuals should not be double counted in a given fiscal year. The individual should be counted the first time that they receive a take-home ration in that fiscal year. Individuals that receive a take-home ration in multiple fiscal years may be counted once in each fiscal year, but only once in the life-of-project total. BASELINE INFO: Baseline is zero.	
DATA ENTRY IN FAIS: The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.	
RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE	
FtF INDICATOR: No	**DEFINITIONAL AND MEASUREMENT NOTES:** None

MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children	**MCGOVERN-DOLE 1.2.1:** Reduced Short-Term Hunger **MCGOVERN-DOLE 1.3.1:** Increased Economic and Cultural Incentives **MCGOVERN-DOLE 1.2.1.1/ 1.3.1.1:** Increased Access to Food (School Feeding)

MCGOVERN-DOLE INDICATOR 16: Number of daily school meals (breakfast, snack, lunch) provided to school-age children as a result of USDA assistance

DEFINITION: A school meal may include a breakfast or lunch meal or a snack provided in the mornings or afternoon during the school period.

A school meal is counted each time it is provided to a student in a USDA-supported project.

A school feeding program provides meals, where the primary objective is generally to provide breakfast, mid-morning meals, lunch, or a combination (depending on the duration of the school day) to alleviate short-term hunger, increase attention span, facilitate learning, and obviate the need for children to leave the school to find food. School meals can be prepared in schools or in the community, or can be delivered from centralized kitchens. They can be an important source of micronutrients if prepared using fortified commodities, or if micronutrient powder is added during or after preparation.

RATIONALE: School meals, provided early in the school day to alleviate hunger before or while classes are in session, will help children to be more attentive and improve concentration. Ultimately, these children will be more successful in school and progress further and more quickly. School meals or snacks can also alleviate specific nutritional deficiencies of school-age children. The alleviation of hunger via school meals can be critical to improving the capacity of children to learn.

INDICATOR CHARACTERISTICS

UNIT OF MEASURE:	**INDICATOR LEVEL:**	**DIRECTION OF CHANGE:**	**FREQUENCY OF REPORTING:**
Number: Meals	Output	Higher is better	Biannually covering the periods: October 1 – March 31 and April 1 – September 30

DISAGGREGATION: None

DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Participating partners will count the total number of school meals at the project level, through reports and program data. For this indicator, count the number of meals without distinguishing whether the same person received multiple meals. In that case, the person would be counted several times, which is acceptable for this indicator.

MEASUREMENT NOTES: The number of school age children receiving school meals is counted under MCGOVERN-DOLE Indicator 17. The quantity of take home rations is counted under MCGOVERN-DOLE Indicator 14 and the number of individuals receiving take-home rations in counted under Indicator 15.

<table>
<tr><td colspan="2">BASELINE INFO: Baseline is zero.</td></tr>
<tr><td colspan="2">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><td colspan="2" align="center">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</td></tr>
<tr><td>FtF INDICATOR:
No</td><td>DEFINITIONAL AND MEASUREMENT NOTES:
None</td></tr>
</table>

<table>
<tr><td colspan="2">MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children</td><td colspan="2">MCGOVERN-DOLE 1.2.1: Reduced Short-Term Hunger
MCGOVERN-DOLE 1.3.1: Increased Economic and Cultural Incentives
MCGOVERN-DOLE 1.2.1.1/ 1.3.1.1: Increased Access to Food (School Feeding)</td></tr>
<tr><td colspan="4">MCGOVERN-DOLE INDICATOR 17: Number of school-age children receiving daily school meals (breakfast, snack, lunch) as a result of USDA assistance</td></tr>
<tr><td colspan="4">DEFINITION: A school meal may include a breakfast or lunch meal or a snack provided in the mornings or afternoon during the school period.

A school feeding program provides meals, where the primary objective is generally to provide breakfast, mid-morning meals, lunch, or a combination (depending on the duration of the school day) to alleviate short-term hunger, increase attention span, facilitate learning, and obviate the need for children to leave the school to find food. School meals can be prepared in schools or in the community, or can be delivered from centralized kitchens. They can be an important source of micronutrients if prepared using fortified commodities, or if micronutrient powder is added during or after preparation.</td></tr>
<tr><td colspan="4">RATIONALE: School meals, provided early in the school day to alleviate hunger before or while classes are in session, will help children to be more attentive and improve concentration. Ultimately, these children will be more successful in school and progress further and more quickly. School meals or snacks can also alleviate specific nutritional deficiencies of school-age children. The alleviation of hunger via school meals can be critical to improving the capacity of children to learn.</td></tr>
<tr><td colspan="4">INDICATOR CHARACTERISTICS</td></tr>
<tr><td>UNIT OF MEASURE:
Number: Children</td><td>INDICATOR LEVEL:
Output</td><td>DIRECTION OF CHANGE:
Higher is better</td><td>FREQUENCY OF REPORTING:
Biannually covering the periods: October 1 – March 31 and April 1 – September 30</td></tr>
<tr><td colspan="4">DISAGGREGATION:
<u>Sex</u>: Male, Female
<u>Duration</u>:
New = this reporting period is the first period the individual received daily school meals
Continuing = the individual first received daily meals in the previous period and continues to receive them</td></tr>
<tr><td colspan="4">DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Participating partners will count the total number of school-age children receiving school meals at the project level, through reports and program data.</td></tr>
<tr><td colspan="4">MEASUREMENT NOTES: The number of school meals provided is counted under MCGOVERN-DOLE indicator 16. The quantity of take home rations is counted under</td></tr>
</table>

MCGOVERN-DOLE Indicator 14 and the number of individuals receiving take-home rations in counted under Indicator 15. Students should not be double counted in a given fiscal year. The student should be counted the first time that they receive a school meal in that fiscal year. Students that receive a school meal in multiple fiscal years may be counted once in each fiscal year, but only once in the life-of-project total. BASELINE INFO: Baseline is zero.	
DATA ENTRY IN FAIS: The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.	
RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE	
FtF INDICATOR: No	**DEFINITIONAL AND MEASURMENT NOTES:** None

<table>
<tr><td>MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children
MCGOVERN-DOLE RESULTS FRAMEWORK 2: Increased Use of Health and Dietary Practices</td><td colspan="3">MCGOVERN-DOLE 1.2.1: Reduced Short-Term Hunger
MCGOVERN-DOLE 1.3.1: Increased Economic and Cultural Incentives
MCGOVERN-DOLE 1.2.1.1/1.3.1.1: Increased Access to Food (School Feeding)
MCGOVERN-DOLE 2.5: Increased Access to Preventative Health Interventions</td></tr>
<tr><td colspan="4">MCGOVERN-DOLE INDICATOR 18: Number of USDA social assistance beneficiaries participating in productive safety nets</td></tr>
<tr><td colspan="4">DEFINITION: Productive safety nets are programs that protect and strengthen food insecure households’ physical and human capital by providing regular resource transfers in exchange for time or labor. School feeding programs build human capital as it is used to encourage children’s attendance in school and help them benefit from the instruction received. School meals and especially take-home rations provided are the resources transferred to assist children in attending school and may offset the opportunity costs to households that may, for example, rely on their children’s income from work. Generally, there are three kinds of activities that can provide the foundation of a “productive safety net” program. These are:
Activities which strengthen community assets (e.g. public works);
Activities which strengthen human assets/capital (e.g. literacy training, school feeding, maternal and child health visits such as prenatal and well-baby visits); and/or
Activities which strengthen household assets (e.g. take-home rations)
What sets productive safety nets apart from other social assistance programs is that the assistance—a predictable resource transfer—is provided in exchange for labor or to offset the opportunity cost of an investment of time. For this reason they are sometimes referred to as “conditional” safety net programs. Another difference is an expectation that, over time, individuals or households enrolled in a productive safety net program will “graduate” from that program.</td></tr>
<tr><td colspan="4">RATIONALE: Provides information on USDA assistance aimed at increasing self-sufficiency in vulnerable populations. School feeding programs build human capital as they are used to encourage children’s attendance in school and help them benefit from the instruction received. School feeding programs as a social safety net provide an explicit or implicit transfer to households of the value of the food distributed. The value of the transfers varies from school snacks to large take-home rations.</td></tr>
<tr><td colspan="4" align="center">INDICATOR CHARACTERISTICS</td></tr>
<tr><td>UNIT OF MEASURE:
Number: Individuals</td><td>INDICATOR LEVEL:
Output</td><td>DIRECTION OF CHANGE:
Higher is better</td><td>FREQUENCY OF REPORTING:
Annually covering the period: October 1 – September 30</td></tr>
<tr><td colspan="4">DISAGGREGATION:
<u>Type of Asset strengthened</u>: Community assets, Human assets/capital, and Household assets

<u>Sex</u>: Male, Female</td></tr>
</table>

Duration:

- New = this is the first year the person participated in a productive safety net
- Continuing = this person participated in the previous reporting year and continues to participate in the current reporting year

DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from program participant administrative records and reports. Recipients should keep detailed lists of all participants.

MEASUREMENT NOTES: The key to qualifying as a social assistance beneficiary under this indicator is the receipt of a cash or in-kind resource transfer. A conditional cash or in-kind transfer "provides poor households with cash, food, or other benefits on condition that they keep children in school, attend health clinics, or make other desired behavioural changes." Therefore, students that received school meals and/or take-home rations should be counted as social assistance beneficiaries for this indicator. If the take-home ration size is calculated taking household requirement into account (i.e. with the objective of providing support to the family rather than the individual) then all family members should be counted as direct beneficiaries under this indicator. Teachers, cooks, and other school administrators that receive school meals as a form of payment for their services should not be counted as a beneficiary under this indicator. This indicator is usually a subset of the count of direct beneficiaries in a project because it tracks only those listed above, recipients of a cash or in-kind resource transfer, whereas direct beneficiaries include any participant who takes part in any project activity, including for example government officials or administrators who are trained, or PTA leaders who are mentored.

To avoid double counting, persons should not be counted multiple times in one fiscal year or in the life-of-project total. For example, a participant (student) receiving a school meal and a take home ration each year would be counted once each year, and once in the life-of-project total.

BASELINE INFO: Baseline is zero.

DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.

RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE	
FtF INDICATOR: Yes [ES.5-1]	**DEFINITIONAL AND MEASURMENT NOTES:** For more guidance on the Feed the Future indicator, please refer to the Feed the Future Indicator Handbook (https://www.agrilinks.org/post/feed-future-indicator-handbook).

<table>
<tr><td>MCGOVERN-DOLE RESULTS FRAMEWORK 2: Increased Use of Health, Nutrition and Dietary Practices</td><td colspan="3">MCGOVERN-DOLE SO2: Increased Use of Health, Nutrition and Dietary Practices</td></tr>
<tr><td colspan="4">MCGOVERN-DOLE INDICATOR 19: Number of individuals who demonstrate use of new child health and nutrition practices as a result of USDA assistance</td></tr>
<tr><td colspan="4">DEFINITION: This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs.

Examples of practices include: incorporating child health, nutrition and hygiene into a school curriculum, practices supporting dietary diversity, practices supporting proper handwashing at critical times, diarrhea treatment and management, sanitation practices (i.e., solid waste collection and management, safe water treatment and storage, etc.) and preventative health practices (i.e., administering deworming medication and micronutrient supplements, where applicable).

Individuals should demonstrate the use of at least one new practice in their lives or work intended to improve children’s health or nutritional status.</td></tr>
<tr><td colspan="4">RATIONALE: Increasing the skills and knowledge of individuals who can affect children’s health and nutritional status builds human capital and supports institutional capacity building in countries. Applying new practices gained from training can ultimately have a positive effect on children’s health.</td></tr>
<tr><td colspan="4">INDICATOR CHARACTERISTICS</td></tr>
<tr><td>UNIT OF MEASURE:
Number: Individuals</td><td>INDICATOR LEVEL:
Outcome</td><td>DIRECTION OF CHANGE:
Higher is better</td><td>FREQUENCY OF REPORTING:
Annually covering the period: October 1-September 30</td></tr>
<tr><td colspan="4">DISAGGREGATION:
<u>Sex</u>: Male, Female</td></tr>
<tr><td colspan="4">DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from program observations, interviews, site visits, and reports.</td></tr>
<tr><td colspan="4">MEASUREMENT NOTES:
This indicator counts the application of new practices developed through USDA sponsored training, whereas the count of individuals trained is reported under MCGOVERN-DOLE Indicator 23. The number of people demonstrating use of new practices can be used as the numerator, and the number of people trained in new practices as the denominator, to calculate the percentage of trainees who demonstrate what they learned. USDA and recipients may use this calculation to meaningfully discuss training effectiveness and project implementation.

BASELINE INFO: Baseline is zero.</td></tr>
<tr><td colspan="4">DATA ENTRY IN FAIS:</td></tr>
</table>

The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.

RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE	
FtF INDICATOR: No	**DEFINITIONAL AND MEASUREMENT NOTES:** None

MCGOVERN-DOLE RESULTS FRAMEWORK 2: Increased Use of Health, Nutrition and Dietary Practices			**MCGOVERN-DOLE SO2:** Increased Use of Health, Nutrition and Dietary Practices
MCGOVERN-DOLE INDICATOR 20: Number of individuals who demonstrate use of new safe food preparation and storage practices as a result of USDA assistance			
DEFINITION: This indicator measures the total number of individuals who are applying the new knowledge and skills received in USDA-supported training and certification programs. Examples of practices include: proper stacking, storage and handling of food; accounting for commodity receipt and distributions using stack cards and related efforts to maintain commodity quality and prevent loss and damage; hygienic and sanitary meal preparation in accordance with nutritional guidelines, regional culture and local diet; proper cleaning and disinfection of all food preparation tools, utensils and dishes prior to use; mandatory hand washing before cooking and eating; and ensuring adequate school warehouse standards. Individuals should demonstrate the use of at least one new practice in their lives or work that supports safe food preparation and storage.			
RATIONALE: Safe food preparation and storage can ultimately affect health. Increasing the skills and knowledge of individuals who can affect children's health and nutritional status builds human capital and supports institutional capacity building in countries. Applying new practices gained from training can ultimately have a positive effect on children's health.			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Individuals	**INDICATOR LEVEL:** Outcome	**DIRECTION OF CHANGE:** Higher is better	**FREQUENCY OF REPORTING:** Annually covering the period: October 1-September 30
DISAGGREGATION: <u>Sex</u>: Male, Female			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Data will be collected from program observations, interviews, site visits, and reports.			
MEASUREMENT NOTES: This indicator counts the *application* of new practices developed through USDA sponsored training, whereas the count of individuals trained is reported under MCGOVERN-DOLE Indicator 22. The number of people demonstrating use of new practices can be used as the			

<table>
<tr><td colspan="3">numerator, and the number of people trained in new practices as the denominator, to calculate the percentage of trainees who demonstrate what they learned. USDA and recipients may use this calculation to meaningfully discuss training effectiveness and project implementation.

BASELINE INFO: Baseline is zero.</td></tr>
<tr><td colspan="3">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><td colspan="3" align="center">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</td></tr>
<tr><td>FtF INDICATOR:
No</td><td colspan="2">DEFINITIONAL AND MEASUREMENT NOTES:
None</td></tr>
<tr><td colspan="2">MCGOVERN-DOLE RESULTS FRAMEWORK 2: Increased Use of Health, Nutrition and Dietary Practices</td><td>MCGOVERN-DOLE SO2: Increased Use of Health, Nutrition and Dietary Practices</td></tr>
<tr><td colspan="3">MCGOVERN-DOLE INDICATOR 21: Percent of participants of community-level nutrition interventions who practice promoted infant and young child feeding behaviors</td></tr>
<tr><td colspan="3">DEFINITION: This outcome indicator is directly linked to the MCGOVERN-DOLE output indicator 25 (FtF HL.9-2) Number of children under two (0-23 months) reached with community-level nutrition interventions through USDA-supported programs. It is only applicable to projects for which indicator 25 is also applicable.

This indicator captures the application of promoted infant and young child feeding (IYCF) behaviors by the caregivers who participate in community-level interventions and whose children under two are counted under MCGOVERN-DOLE indicator 25.

Community-level nutrition interventions are implemented on an on-going basis at the community level and involve multiple, repeated contacts with pregnant women and mothers/caregivers of children. At a minimum ‘multiple contacts’ means two or more community-level interactions during the reporting year. However, an IP does not need to track the number of contacts and can estimate this based on the nature of the intervention. For example, a Care Group approach by its very nature includes multiple repeated contacts. Community-level nutrition activities should always include social and behavior change communication interventions focused on key maternal and infant and young child nutrition practices. Common strategies to deliver community-level interventions include The Care Group Model, Mothers’ Support Groups, Husbands’ Groups (École des Maris), and PD Hearth for malnourished children. Facility-level Interventions that are brought to the community-level may be counted as community-level interventions if these involve multiple, repeated contacts with the target population (e.g. services provided by community-based health extension agents, mobile health posts).
The indicator must be customized by each project to reflect the key IYCF behaviors being promoted by the activity and to measure the application of those behaviors by activity participants, since the specific behaviors promoted may vary by activity. These behaviors are often small, doable actions that ultimately should lead to changes in key infant and young child feeding behaviors, including:</td></tr>
</table>

1. Early initiation of breastfeeding 2. Exclusive breastfeeding for 6 months 3. Continued breastfeeding at 1 year 4. Timely introduction of solid, semi-solid or soft foods 5. Feeding minimum dietary diversity 6. Feeding minimum meal frequency 7. Feeding a minimum acceptable diet 8. Consumption of iron-rich or iron-fortified foods The numerator for this indicator is the total number of participants of community-level nutrition interventions who practice promoted IYCF behaviors. The denominator is total number of participants of community-level nutrition interventions. If data for this indicator are collected through a participant-based sample survey, the numerator is the sample-weighted number of participants of community-level nutrition interventions who practice promoted IYCF behaviors. The denominator is the sample-weighted number of participants of community-level nutrition interventions with IYCF behavior data.			
RATIONALE: Increasing the appropriate feeding of infants and young children during the critical period between birth and a child's second birthday is essential to prevent malnutrition and ensure optimal growth and development. Community-level interventions are a critical component of a comprehensive social and behavior change approach for nutrition, and are promoted as part of the USAID Multi-Sectoral Nutrition Strategy. Community-level interventions that promote appropriate infant and young child feeding practices are important for reaching vulnerable populations and sustaining behaviors.			
INDICATOR CHARACTERISTICS			
UNIT OF MEASURE: Number: Individuals	**INDICATOR LEVEL:** Outcome	**DIRECTION OF CHANGE:** Higher is better	**FREQUENCY OF REPORTING:** Annually covering the period: October 1 – September 30
DISAGGREGATION: None			
DATA SOURCE: WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients. HOW SHOULD IT BE COLLECTED: Data will be collected from program participant tracking records and reports.			
MEASUREMENT NOTES: BASELINE INFO: The baseline for this indicator is a non-zero number. It should be collected before project activities start and reflects the percent of participants who practice the promoted IYCF behaviors already.			
DATA ENTRY IN FAIS: The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.			
RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE			

FtF INDICATOR: Yes [HL.9-15]	**DEFINITIONAL AND MEASURMENT NOTES:** For more guidance on the Feed the Future indicator, please refer to the Feed the Future Indicator Handbook (https://www.agrilinks.org/post/feed-future-indicator-handbook).

<table>
<tr><td colspan="2">MCGOVERN-DOLE RESULTS FRAMEWORK 2: Increased Use of Health Nutrition and Dietary Practices</td><td colspan="2">MCGOVERN-DOLE 2.2: Increased Knowledge of Safe Food Prep and Storage Practices</td></tr>
<tr><td colspan="4">MCGOVERN-DOLE INDICATOR 22: Number of individuals trained in safe food preparation and storage as a result of USDA assistance</td></tr>
<tr><td colspan="4">DEFINITION: This is an output indicator measuring the number of health professionals or others trained or certified in safe food preparation and storage directly as a result of USDA funding in whole or in part.

This includes health professionals, primary health care workers, community health workers, cooks, school personnel, volunteers, or other non-health personnel trained in safe food preparation and storage through USDA-supported programs during the reporting year.

Training on safe food preparation and storage may cover, for example: proper procedures for storage, preparation, cooking, serving, preservation, sanitization of food contact surfaces, and the prevention of food contamination and food borne illnesses.

Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration.</td></tr>
<tr><td colspan="4">RATIONALE: Development of human capacity through training is a major component of USDA-supported health area programs in this element. Training health professionals and other community members builds human capital and supports institutional capacity building in countries.</td></tr>
<tr><td colspan="4" align="center">INDICATOR CHARACTERISTICS</td></tr>
<tr><td>UNIT OF MEASURE:
Number: Individuals</td><td>INDICATOR LEVEL:
Output</td><td>DIRECTION OF CHANGE:
Higher is better</td><td>FREQUENCY OF REPORTING:
Biannually covering the periods: October 1 – March 31 and April 1 – September 30</td></tr>
<tr><td colspan="4">DISAGGREGATION:
<u>Sex</u>: Male, Female</td></tr>
<tr><td colspan="4">DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from program participant training records and reports. Recipients should keep detailed training lists for all training sessions.</td></tr>
<tr><td colspan="4">MEASUREMENT NOTES:
Trainings should be counted only if they are at least two working days in duration (16 hours); however trainings may not necessarily occur over consecutive days. If a trainee is trained in more than one area or instance in a given reporting period, s/he should only be counted once in that reporting period. Participants may be counted in multiple fiscal years if they continue to receive training across fiscal years, but only once in the life-of-project total.</td></tr>
</table>

<table>
<tr><td colspan="2">This indicator counts the individuals trained through USDA sponsored training, whereas the application of new practices is reported under MCGOVERN-DOLE Indicator 20. The number of people demonstrating use of new practices can be used as the numerator, and the number of people trained in new practices as the denominator, to calculate the percentage of trainees who demonstrate what they learned. USDA and recipients may use this calculation to meaningfully discuss training effectiveness and project implementation.

BASELINE INFO: Baseline is zero.</td></tr>
<tr><td colspan="2">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><td colspan="2" align="center">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</td></tr>
<tr><td>FtF INDICATOR:
No</td><td>DEFINITIONAL AND MEASURMENT NOTES:
None</td></tr>
</table>

<table>
<tr><td colspan="2">MCGOVERN-DOLE RESULTS FRAMEWORK 2: Increased Use of Health and Dietary Practices</td><td colspan="2">MCGOVERN-DOLE 2.3: Increased Knowledge of Nutrition</td></tr>
<tr><td colspan="4">MCGOVERN-DOLE INDICATOR 23: Number of individuals trained in child health and nutrition as a result of USDA assistance</td></tr>
<tr><td colspan="4">DEFINITION: This is an output indicator measuring the number of health professionals or others trained or certified in child health and nutrition directly as a result of USDA funding in whole or in part.

This includes health professionals, primary health care workers, community health workers, volunteers, non-health personnel trained in child health and child nutrition through USDA-supported programs during the reporting year.

Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least two working days (16 hours) in duration.</td></tr>
<tr><td colspan="4">RATIONALE: Development of human capacity through training is a major component of USDA-supported health area programs in this element. Training health professionals and other community members builds human capital and supports institutional capacity building in countries.</td></tr>
<tr><td colspan="4">INDICATOR CHARACTERISTICS</td></tr>
<tr><td>UNIT OF MEASURE:
Number: Individuals</td><td>INDICATOR LEVEL:
Output</td><td>DIRECTION OF CHANGE:
Higher is better</td><td>FREQUENCY OF REPORTING:
Biannually covering the periods: October 1 – March 31 and April 1 – September 30</td></tr>
<tr><td colspan="4">DISAGGREGATION:
<u>Sex</u>: Male, Female</td></tr>
<tr><td colspan="4">DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from program participant training records and reports. Recipients should keep detailed training lists for all training sessions.</td></tr>
<tr><td colspan="4">MEASUREMENT NOTES:
Trainings should be counted only if they are at least two working days in duration (16 hours); however trainings may not necessarily occur over consecutive days. If a trainee is trained in more than one area or instance in a given reporting period, s/he should only be counted once in that reporting period. Participants may be counted in multiple fiscal years if they continue to receive training across fiscal years, but should only be counted once in the life-of-project total.

This indicator counts the individuals trained through USDA sponsored training, whereas the application of new practices is reported under MCGOVERN-DOLE Indicator 19. The number of people demonstrating use of new practices can be used as the numerator, and the number of people trained in new practices as the denominator, to calculate the percentage of trainees who</td></tr>
</table>

<table>
<tr><td colspan="2">demonstrate what they learned. USDA and recipients may use this calculation to meaningfully discuss training effectiveness and project implementation.

BASELINE INFO: Baseline is zero.</td></tr>
<tr><td colspan="2">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><td colspan="2" align="center">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</td></tr>
<tr><td>FtF INDICATOR:
No</td><td>DEFINITIONAL AND MEASURMENT NOTES:</td></tr>
</table>

MCGOVERN-DOLE RESULTS FRAMEWORK 2: Increased Use of Health, Nutrition and Dietary Practices	MCGOVERN-DOLE 2.3: Increased Knowledge of Nutrition
MCGOVERN-DOLE INDICATOR 24: Number of children under five (0-59 months) reached with nutrition-specific interventions through USDA-supported programs	

DEFINITION: Children under 5: Children under 5 years are those 0-59 months of age. They are often targeted by US-supported activities with nutrition objectives.

Reached by nutrition-specific interventions: A child can be counted as reached if s/he receives one or more of the following nutrition-specific interventions directly or through the mother/caretaker:

1. Behavior change communication (BCC) interventions that promote essential infant and young child feeding behaviors including:
   - Immediate, exclusive, and continued breastfeeding
   - Appropriate, adequate and safe complementary foods from 6 to 24 months of age
2. Vitamin A supplementation in the past 6 months
3. Zinc supplementation during episodes of diarrhea
4. Multiple Micronutrient Powder (MNP) supplementation
5. Treatment of severe acute malnutrition
6. Treatment of moderate acute malnutrition
7. Direct food assistance of fortified/specialized food products (i.e. CSB+, Supercereal Plus, Ready to Use Therapeutic Foods (RUST), Ready to Use Supplementary Foods (RUSF), etc)

Implementing Partners who have a strong justification may opt out of the requirement to disaggregate this indicator into the seven interventions and two sex disaggregates. For example, IPs may opt out if they rely on the government health system to collect this data and these disaggregates are not included in that system. The reason should be noted in indicator comments in the FAIS system. In this case, IPs may report solely the total number of children under 5 reached. If only some disaggregates are available then IPs should report both the total number and the number for each available disaggregate.

Projects that support Growth Monitoring & Promotion (GMP) interventions should report children reached under the BCC disaggregate (#1).

Children can be double-counted across the intervention disaggregates if they receive more than one intervention, but a unique number of children reached must be entered into the sex disaggregates. Children should be counted only once in the life-of-project total. In order to avoid double counting across interventions, the implementing partner should follow a two-step process:

1. First, count each child by the type of intervention. For example, a child whose mother receives counseling on exclusive breastfeeding and who also receives vitamin A during a child health day should be counted once under each intervention;

2. Second, eliminate double counting when estimating the total number of children under-5 reached and to disaggregate by sex. The partner may develop a system to track individual children using unique identifiers or estimate the overlap between the different types of interventions and subtract it from the total.

In cases where disaggregation is not possible, the unique number of children reached will likely be the number of children reached through Vitamin A distribution campaigns, in countries that support them.

In Community Management of Acute Malnutrition (CMAM) activities, some children who are discharged as "cured" may relapse and be readmitted at a later date. There are standard methods for categorizing children as 'relapsed', but due to loss to follow-up, it is generally not possible to identify these children. Therefore, a limitation of this indicator is that there may be some double counting of children who were treated for severe and/or moderate acute malnutrition and relapsed during the same fiscal year.

RATIONALE: Good coverage of evidence-based nutrition-specific interventions among children under 5 years of age is essential to prevent and treat malnutrition and to improve child survival. Undernutrition is an underlying cause in 45 percent of childhood deaths.

INDICATOR CHARACTERISTICS

UNIT OF MEASURE:	INDICATOR LEVEL:	DIRECTION OF CHANGE:	FREQUENCY OF REPORTING:
Number: Individuals	Output	Higher is better	Annually covering the period: October 1 – September 30

DISAGGREGATION:
Sex: Male, Female
Intervention:

- Number of children under 5 whose parents/caretakers received behavior change communication interventions that promote essential infant and young child feeding behaviors
- Number of children 6-59 months who received vitamin A supplementation in the past 6 months
- Number of children under 5 who received zinc supplementation during episode of diarrhea
- Number of children under 5 who received Multiple Micronutrient Powder (MNP) supplementation
- Number of children under 5 who were admitted for treatment of severe acute malnutrition
- Number of children under 5 who were admitted for treatment of moderate acute malnutrition
- Number of children under 5 who received direct food assistance

DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from program participant tracking records and reports.

MEASUREMENT NOTES:
BASELINE INFO: Baseline is zero.

DATA ENTRY IN FAIS: The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.	
RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE	
FtF INDICATOR: Yes [HL.9-1]	**DEFINITIONAL AND MEASURMENT NOTES:** For more guidance on the Feed the Future indicator, please refer to the Feed the Future Indicator Handbook (https://www.agrilinks.org/post/feed-future-indicator-handbook).

MCGOVERN-DOLE RESULTS FRAMEWORK 2: Increased Use of Health, Nutrition and Dietary Practices	**MCGOVERN-DOLE 2.3:** Increased Knowledge of Nutrition
MCGOVERN-DOLE INDICATOR 25: Number of children under two (0-23 months) reached with community-level nutrition interventions through USDA-supported programs	

DEFINITION: Children under 2: This indicator captures the children reached from birth to 23 months, and a separate standard indicator will count the number of pregnant women reached by USDA-supported programs (MCGOVERN-DOLE Indicator 26, FtF HL.9-3). Children are counted as reached if their mother/caregiver participated in a community-level nutrition program.

Community-level nutrition interventions: Community-level nutrition activities are implemented on an on-going basis at the community-level and involve multiple, repeated contacts with pregnant women and mothers/caregivers of children. At a minimum 'multiple contacts' means two or more community-level interactions during the reporting year. However, a recipient does not need to track the number of contacts and can estimate this based on the nature of the intervention. For example, a Care Group approach by its very nature includes multiple repeated contacts. Community-level nutrition activities should always include social and behavior change communication interventions focused on key maternal and infant and young child nutrition practices. Common strategies to deliver community-level interventions include The Care Group Model, Mothers' Support Groups, Husbands' Groups (École des Maris), and PD Hearth for malnourished children.

Community-level nutrition activities should coordinate with public health and nutrition campaigns such as child health days and similar population-level outreach activities conducted at a national (usually) or subnational level at different points in the year. Population-level campaigns may focus on delivering a single intervention, but most commonly deliver a package of interventions that usually includes vitamin A supplements, de-worming tablets, and routine immunization, and may include screening for acute malnutrition, growth monitoring, and distribution of insecticide-treated mosquito nets. However, children under 2 reached only by population-level campaigns should not be counted under this indicator.

Children reached solely through community drama, comedy, or video shows should not be included. However, projects should still use mass communication interventions like dramas to reinforce social and behavior change communication (SBCC) messages.

Facility-level Interventions that are brought to the community-level may be counted as community-level interventions if these involve multiple, repeated contacts with the target population (e.g. services provided by community-based health extension agents, mobile health posts).

Children are counted as reached if their mother/caregiver participated in the community-level nutrition program. If, after birth, the child benefits from the intervention, then the child should be counted—regardless of the primary recipient of the information, counseling, or intervention. For example, if a project provides counseling on complementary feeding to a mother, then the child should be counted as reached.

Children reached by community-level nutrition programs should be counted only once per reporting year, regardless of the number of contacts with the child, and only once in the life-of-project total.

<table>
<tr><td colspan="4">RATIONALE: The 1,000 days between pregnancy and a child’s second birthday are the most critical period to ensure optimum physical and cognitive development. Good coverage of nutrition projects among children under 2 years of age is essential to prevent and treat malnutrition and to improve child survival. Undernutrition is an underlying cause in 45 percent of childhood deaths.</td></tr>
<tr><td colspan="4" align="center">INDICATOR CHARACTERISTICS</td></tr>
<tr><td>UNIT OF MEASURE:
Number: Individuals</td><td>INDICATOR LEVEL:
Output</td><td>DIRECTION OF CHANGE:
Higher is better</td><td>FREQUENCY OF REPORTING:
Annually covering the period: October 1 – September 30</td></tr>
<tr><td colspan="4">DISAGGREGATION:
<u>Sex</u>: Male, Female</td></tr>
<tr><td colspan="4">DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from program participant tracking records and reports.</td></tr>
<tr><td colspan="4">MEASUREMENT NOTES:
BASELINE INFO: Baseline is zero.</td></tr>
<tr><td colspan="4">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><td colspan="4" align="center">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</td></tr>
<tr><td>FtF INDICATOR:
Yes
[HL.9-2]</td><td colspan="3">DEFINITIONAL AND MEASURMENT NOTES:
For more guidance on the Feed the Future indicator, please refer to the Feed the Future Indicator Handbook (https://www.agrilinks.org/post/feed-future-indicator-handbook).</td></tr>
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MCGOVERN-DOLE RESULTS FRAMEWORK 2: Increased Use of Health, Nutrition and Dietary Practices	**MCGOVERN-DOLE 2.3:** Increased Knowledge of Nutrition
MCGOVERN-DOLE INDICATOR 26: Number of pregnant women reached with nutrition-specific interventions through USDA-supported programs	

DEFINITION: Pregnant women: This indicator captures the reach of activities that are targeted toward women during pregnancy, intended to contribute to the health of both the mother and the child, and to positive birth outcomes. A separate standard indicator will count the number of children under 2 reached by USG-supported programs (MCGOVERN-DOLE Indicator 25, FtF HL.9-2).

Nutrition-specific interventions: A pregnant woman can be counted as reached if she receives one or more of the following interventions:

1. Iron and folic acid supplementation
2. Counseling on maternal and/or child nutrition
3. Calcium supplementation
4. Multiple micronutrient supplementation
5. Direct food assistance of fortified/specialized food products (i.e. CSB+, Supercereal Plus, RUTF, RUSF, etc)

Nutrition interventions for women are often delivered at the facility level, included in the package of antenatal care, but they may also be delivered through community-level platforms, such as care groups or community health extension activities.

Iron and folic acid (IFA) supplementation is a commonly implemented intervention for pregnant women, often with broad coverage. Ideally, however, pregnant women should receive nutrition interventions beyond IFA, within a comprehensive Antenatal Care (ANC) program informed by the local epidemiology of nutrient deficiencies. A woman is reached with IFA if she receives the IFA according to national guidelines regardless of the number of days she adheres. If a woman only receives Iron or only Folic Acid, she would not be counted as reached.

If the project contributed to "supply" side activities (e.g. procuring the commodity), then the women reached through these interventions can be counted as reached. If the activities are only "demand" creation (e.g. awareness-raising), then they should not be counted under this indicator.

The nutrition interventions during pregnancy listed above affect neonatal health outcomes such as low birth weight, small for gestational age, preterm birth, and cretinism. Nevertheless, pregnant women reached by these interventions should be counted under this indicator, and not counted as a "child reached" under the two other nutrition-related MCGOVERN-DOLE indicators: MCGOVERN-DOLE indicator 24 *Number of children under 5 (0-59 months) reached with nutrition-specific interventions through USDA-supported programs*; MCGOVERN-DOLE indicator 25 *Number of children under 2 (0-23 months) reached with community-level nutrition interventions through USDA-supported programs*.

Women can be double-counted across the intervention disaggregates if they receive more than one intervention, but a unique number of women reached must be entered into the age disaggregates. Women should be counted only once in the life-of-project total. In order to avoid double counting across interventions, the Recipient should follow a two-step process:

1. First, count each pregnant woman by the type of intervention. For example, a woman who receives IFA and who also receives nutrition counseling should be counted twice, once under each intervention;
2. Second, eliminate double counting when estimating the total number of pregnant women reached and to disaggregate by age group. The partner should estimate the overlap between the different types of interventions. For example, if 100 women receive comprehensive facility-based ANC care and 20 of those women are also participants in a community-based nutrition SBCC program, the total number of pregnant women reported in aggregate is only 100, not 120.

RATIONALE: Good coverage of nutrition-specific interventions among pregnant women is essential to prevent both child and maternal undernutrition and to improve survival. Undernutrition is an underlying cause in 45 percent of childhood deaths. Part of this burden can be alleviated through maternal nutrition interventions. Moreover, maternal anemia is estimated to contribute to 20 percent of maternal deaths.

INDICATOR CHARACTERISTICS

UNIT OF MEASURE:	**INDICATOR LEVEL:**	**DIRECTION OF CHANGE:**	**FREQUENCY OF REPORTING:**
Number: Individuals	Output	Higher is better	Annually covering the period: October 1 – September 30

DISAGGREGATION:

Intervention:

- Number of women receiving iron and folic acid supplementation
- Number of women receiving counseling on maternal and/or child nutrition
- Number of women receiving calcium supplementation
- Number of women receiving multiple micronutrient supplementation
- Number of women receiving direct food assistance of fortified/specialized food products

Age: Number of women < 19 years of age; Number of women > or = 19 years of age.

DATA SOURCE:

WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from program participant tracking records and reports.

MEASUREMENT NOTES:

BASELINE INFO: Baseline is zero.

DATA ENTRY IN FAIS:

The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.

RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE

FtF INDICATOR: Yes [HL.9-3]	**DEFINITIONIAL AND MEASURMENT NOTES:** For more guidance on the Feed the Future indicator, please refer to the Feed the Future Indicator Handbook (https://www.agrilinks.org/post/feed-future-indicator-handbook).

<table>
<tr><td colspan="2">MCGOVERN-DOLE RESULTS FRAMEWORK 2: Increased Use of Health and Dietary Practices</td><td colspan="2">MCGOVERN-DOLE 2.4: Increased Access to Clean Water and Sanitation Services</td></tr>
<tr><td colspan="4">MCGOVERN-DOLE INDICATOR 27: Number of schools using an improved water source</td></tr>
<tr><td colspan="4">DEFINITION: This indicator measures the number of project/targeted schools using an improved water source. To determine whether a school is using an improved water source, the school administrator is asked:
1. To identify the main source of water for the school
2. Whether the water is normally available from the identified source(s)
3. Whether the water was unavailable from the identified source(s) in the past two weeks for a day or longer

An improved water source is an infrastructure improvement to a water source, a distribution system, or a delivery point. By nature of its design and construction, the improvement is likely to protect the water source from external contamination, in particular fecal matter.

Improved water sources are:
• Piped water into dwelling, plot, or yard
• Public tap/standpipe
• Tube well/borehole
• Protected dug well
• Protected spring
• Rainwater collection

Unimproved water sources are:
• Unprotected dug well
• Unprotected spring
• Cart with small tank/drum
• Tanker truck
• Surface water (river, dam, lake, pond, stream, canal, or
• irrigation channel)
• Bottled water

Note: Bottled water is considered unimproved water by default. However, organizations can opt to consider “bottled water” an improved drinking water source if they can determine that the bottled water is of reliable quality and that the all students, teachers, and cooks use bottled water for all drinking, cooking, and personal hygiene.</td></tr>
<tr><td colspan="4">RATIONALE: Poor sanitation, water and hygiene have many serious repercussions. Inadequate access to safe water and sanitation services, coupled with poor hygiene practices, kills and sickens thousands of children every day. Illness prevents children from attending school. Access to clean water at the schools is vital to ensure safe food preparation and improved hygiene practices, including hand washing before meals.</td></tr>
<tr><td colspan="4">INDICATOR CHARACTERISTICS</td></tr>
<tr><td>UNIT OF MEASURE: Number: Schools</td><td>INDICATOR LEVEL: Output</td><td>DIRECTION OF CHANGE: Higher is better</td><td>FREQUENCY OF REPORTING: Biannually covering the periods: October 1-March 31 and April 1-September 30</td></tr>
</table>

<table>
<tr><td colspan="2">DISAGGREGATION: None</td></tr>
<tr><td colspan="2">DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected at the project level, through reports and program data.</td></tr>
<tr><td colspan="2">MEASUREMENT NOTES: This indicator measures the number of schools using a clean water source. The water source must be accessible to the school for use every day of the school year for the school to be considered one that has access to a clean water source. The water source does not need to be implemented or installed by the project to be counted as a clean water source. The improved water source should be functioning as designed, not “present but dysfunctional”, to count.

BASELINE INFO: Recognizing that some schools may have an improved water source prior to project start, this indicator may have a non-zero baseline.</td></tr>
<tr><td colspan="2">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><td colspan="2" align="center">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</td></tr>
<tr><td>FtF INDICATOR:
No</td><td>DEFINITIONAL AND MEASUREMENT NOTES:
None</td></tr>
</table>

MCGOVERN-DOLE RESULTS FRAMEWORK 2: Increased Use of Health and Dietary Practices	MCGOVERN-DOLE 2.4: Increased Access to Clean Water and Sanitation Services

MCGOVERN-DOLE INDICATOR 28: Number of schools with improved sanitary facilities

DEFINITION: This indicator measures whether there are adequate sanitary facilities at each project/targeted school and whether that sanitary facility meets the improved sanitation standards defined in the Millennium Development Goals (MDGs). To be considered adequate, the school must have separate improved sanitation facilities available for the use of both males and females. The sanitation facilities must meet the definition of an improved sanitation facility as noted below:

Improved sanitation is defined as:

- Flush or pour/flush facilities connected to a:
  - Piped sewer system
  - Septic system
  - Pit latrine
- Pit latrines with a slab
- Composting toilets
- Ventilated improved pit latrines

Unimproved sanitation includes:

- Flush or pour/flush toilets without a sewer connection
- Pit latrines without slab/open pit
- Bucket latrines
- Hanging toilets/latrines
- No facilities, open defecation

RATIONALE: Poor sanitation, water and hygiene have many serious repercussions. Inadequate access to safe water and sanitation services, coupled with poor hygiene practices, kills and sickens thousands of children every day. Children – and particularly females – are often denied their right to education because their schools lack private and decent sanitation facilities.

INDICATOR CHARACTERISTICS

UNIT OF MEASURE:	INDICATOR LEVEL:	DIRECTION OF CHANGE:	FREQUENCY OF REPORTING:
Number: Schools	Output	Higher is better	Biannually covering the periods: October 1-March 31 and April 1-September 30

DISAGGREGATION: None

DATA SOURCE:

WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected at the project level, through reports and program data.

MEASUREMENT NOTES: This indicator measures the number of schools that have improved sanitation facilities. It does not measure the number of sanitation facilities constructed by the project or the number of sanitation facilities at the schools. Organizations

<table>
<tr><td colspan="2">should consider whether the sanitation facilities at the school are adequate in serving the needs of the students – particularly female students – at each school. The sanitation facility should be functioning as designed, not “present but dysfunctional”, to count.

BASELINE INFO: Recognizing that some schools may have improved sanitary facilities prior to project start, this indicator may have a non-zero baseline.</td></tr>
<tr><td colspan="2">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><td colspan="2" align="center">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</td></tr>
<tr><td>FtF INDICATOR:
No</td><td>DEFINITIONAL AND MEASUREMENT NOTES:
None</td></tr>
</table>

MCGOVERN-DOLE RESULTS FRAMEWORK 2: Increased Use of Health and Dietary Practices	**MCGOVERN-DOLE 2.4:** Increased Access to Preventative Health Services
MCGOVERN-DOLE INDICATOR 29: Number of students receiving deworming medication(s)	

DEFINITION: This indicator measures the number of students in a fiscal year that have received deworming medication(s), usually through the distribution of deworming tablets at school.

Deworming tablets can be distributed directly through the implementing organization or through a partner organization or government. In designing an MCGOVERN-DOLE project, implementers must consider whether the regions they are working in require deworming. They must also determine which medications they are using in the deworming treatment, the correct dosage for the type of medication used, and the frequency of the treatment.

Medications and doses recommended by the World Health Organization (WHO) for use in large-scale school deworming programs include:

- For soil-transmitted helminths: albendazole (400mg); mebendazole (500mg), or levamisole (80mg).
- For schistosomes: praziquantel (40mg/kg)

The WHO recommends the following treatment guidelines for the two types of helminth species most appropriately addressed through school-based deworming interventions:

- For soil-transmitted helminth (STH) infections, schools in high-risk areas with 50% or more children infected should implement treatment of all school-age children twice a year. Schools in low-risk areas with infection rates of 20% or more, but under 50%, should implement treatment of all school-age children once a year.
- For schistosomes, schools in high-risk areas with 50% or more children infected should implement treatment of all school-age children once a year. Schools in moderate-risk areas of 10% or more, but under 50%, should treat all school-age children once every two years and schools in low-risk areas of more than 1%, but less than 10%, should treat all school-age children twice during their primary-school years (i.e. once on entry and once on exit).

RATIONALE: Deworming tablets are often given to children to decrease the incidence of soil-transmitted helminth infections, such as roundworm, hookworm, whipworm, and schistosomes. These infections are among the most common infections in developing countries and impair the nutritional status of children infected. Regular deworming contributes to good health and nutrition for school-age children, which in turn leads to increased enrollment and attendance, reduced class repetition, and increased educational attainment and performance.

<table>
<tr><th colspan="4">INDICATOR CHARACTERISTICS</th></tr>
<tr><td>UNIT OF MEASURE:
Number: Students</td><td>INDICATOR LEVEL:
Output</td><td>DIRECTION OF CHANGE:
Higher is better</td><td>FREQUENCY OF REPORTING:
Biannually covering the periods: October 1-March 31 and April 1-September 30</td></tr>
<tr><td colspan="4">DISAGGREGATION: None</td></tr>
<tr><td colspan="4">DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Participating partners will count the total number of individuals receiving the medication(s) at the project level, through reports and program data. The data are normally obtained from forms completed by the health professional administering the treatment. If the accuracy of the data collected via the forms is questioned, the project may consider conducting a “confirmation survey” to verify the information in a small sample of schools.

According to monitoring and evaluation guidelines established by WHO, to improve the accuracy of data, this indicator should be collected immediately after the administration of a round of deworming medications.</td></tr>
<tr><td colspan="4">MEASUREMENT NOTES: As noted above, in determining the appropriate treatment for the specific beneficiary student population of the project, organizations should work with the Ministry of Health and follow guidance provided by the World Health Organization,
http://whqlibdoc.who.int/publications/2011/9789241548267_eng.pdf?ua=1

Students should only be counted once per fiscal year. Students that are treated for worms in multiple fiscal years may be counted once in each fiscal year, but only once in the life-of-project total.

BASELINE INFO: Baseline is zero.</td></tr>
<tr><td colspan="4">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><th colspan="4">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</th></tr>
<tr><td>FtF INDICATOR:
No</td><td colspan="3">DEFINITIONAL AND MEASUREMENT NOTES:
None</td></tr>
</table>

MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children **MCGOVERN-DOLE RESULTS FRAMEWORK 2:** Increased Use of Health and Dietary Practices	**MCGOVERN-DOLE SO1:** Improved Literacy of School-Age Children **MCGOVERN-DOLE SO2:** Increased Use of Health, Nutrition and Dietary Practices
MCGOVERN-DOLE INDICATOR 30: Number of individuals participating in USDA food security programs	

DEFINITION: This is an output indicator measuring the number of individuals directly participating in USDA-funded interventions, including those we reach directly and those reached as part of a deliberate service strategy. An individual is a participant if s/he comes into direct contact with the set of interventions (goods or services) provided or facilitated by the activity. Individuals merely contacted or involved in an activity through brief attendance (non-recurring participation) do not count under this indicator. A participating individual counts if one can reasonably expect, and hold recipients responsible for achieving progress toward, changes in behaviors or other outcomes for these individuals based on the level of services and/or goods provided or accessed.

This indicator counts, with some exceptions listed below, all the individuals participating in MCGOVERN-DOLE activities, including:

- School-aged children who are recipients of USG school feeding programs
- Teachers, administrators, government personnel, parents, other community members, and anyone participating in training
- Members of households reached with household-level interventions (households with new access to basic sanitation through our work, households receiving family-sized rations);
- Adults that projects or project-supported actors reach directly through nutrition-specific and community-level nutrition interventions, (e.g. parents and other caregivers participating in community care groups, healthcare workers provided with in-service training on how to manage acute malnutrition), but <u>not children</u> reached with nutrition-specific or community-based interventions, who are counted under MCGOVERN-DOLE indicators 24 and 25 instead;
- People reached by productive safety nets, community-based micro-finance and diversified livelihood activities through our assistance;
- People in civil society organizations and government whose skills and capacity have been strengthened by projects or project-supported actors;

Individuals should not be double counted. Individuals may receive multiple interventions in one fiscal year but should only be counted upon first receipt of project interventions. For example, if one individual participates in multiple USDA-sponsored training courses in a given fiscal year, they will only be counted one time in that fiscal year. Individuals participating in USDA-sponsored training courses in multiple fiscal years may be counted once in each fiscal year, but only once in the life-of-project total.

RATIONALE: This indicator is designed to capture the breadth of our food security work. The indicator tracks access to services and overall project direct beneficiaries.

INDICATOR CHARACTERISTICS

UNIT OF MEASURE: Number: Individuals	INDICATOR LEVEL: Output	DIRECTION OF CHANGE: Higher is better	FREQUENCY OF REPORTING: Annually covering the period: October 1 – September 30

DISAGGREGATION:

FIRST LEVEL

- Sex: *the unique number of individuals should be entered here (i.e. no double-counting of individuals across disaggregate choices here)*
  - Male;
  - Female;

- Age Category: *the unique number of individuals should be entered here (i.e. no double-counting of individuals across disaggregate choices here)*
  - School-aged children (only to be used for counting those reached by USG school feeding programs; report the total reached with school feeding regardless of actual age)
  - 15-29;
  - 30+

- Type of Individual: *double-counting individuals across types is permitted here*
  - **Parents/caregivers**;
  - **Household members** *(household-level interventions only), such as new access to basic sanitation and/or receipt of family rations*;
  - **School-aged children** (i.e. those participating in school feeding programs);
  - **People in government** *(e.g. policy makers, extension workers, healthcare workers);*
  - **Proprietors of USDA-assisted private sector firms** *(e.g. agrodealers, traders, aggregators, processors, service providers, manufacturers);*
  - **People in civil society** *(e.g. NGOs, CBOs, CSOs, research and academic organizations, community volunteers)*

    While private sector firms are considered part of civil society more broadly, only count their proprietors under the "Private Sector Firms" disaggregate and not the "Civil Society" disaggregate
  - **Laborers** (Non-producer diversified livelihoods participants);
  - **Producers** *(e.g. farmers, fishers, pastoralists, ranchers);*

    Producers should be counted under the "Producers" disaggregate, not the "Private Sector Firms" disaggregate

    SECOND LEVEL (only for the first-level disaggregate of "Producers")
    - Size:
      - Smallholder *(see definition below)*;
      - Non-smallholder;
      - Not applicable *(for aquaculture);*

Smallholder Definition: While country-specific definitions may vary, use the Feed the Future definition of a smallholder producer, which is one

	who holds 5 hectares or less of arable land or equivalent units of livestock, i.e. cattle: 10 beef cows; dairy: two milking cows; sheep and goats: five adult ewes/does; camel meat and milk: five camel cows; pigs: two adult sows; chickens: 20 layers and 50 broilers. The farmer does not have to own the land or livestock.

DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from program participant tracking records and reports, firm records, or through census or sampling of participating firms/farms/families/individuals, etc.

MEASUREMENT NOTES: This indicator provides a unique count of total project participants.

Individuals who are trained by a recipient as part of a deliberate service delivery strategy (e.g. cascade training) that then go on to deliver services directly to individuals or to train others to deliver services should be counted as direct participants of the project—the capacity strengthening is key for sustainability and an important outcome in its own right. The individuals who then receive the services or training delivered by those individuals are also considered participants. However, spontaneous spillover of improved practices to neighbors does not count as a deliberate service delivery strategy; neighbors who apply new practices based on observation and/or interactions with participants who have not been trained to spread knowledge to others as part of a deliberate service delivery strategy should not be counted under this indicator. Neighbors can be counted under MCGOVERN-DOLE indicator 31 *Number of individuals benefiting indirectly from USDA-funded interventions*.

Only direct beneficiaries should be counted. Indirect beneficiaries should not be counted under this indicator. Individual beneficiaries should come into direct contact or receipt of an intervention or set of interventions (i.e. children who receive school meals, tuition waivers, uniforms, books). Family members benefiting from take home rations would all count but if children in the family also receive school meals they should not be double counted.

BASELINE INFO: Baseline is zero.

DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.

RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE

FtF INDICATOR:	**DEFINITIONAL AND MEASURMENT NOTES:**
Yes [EG.3-2]	For more guidance on the Feed the Future indicator, please refer to the Feed the Future Indicator Handbook (https://www.agrilinks.org/post/feed-future-indicator-handbook).

MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School-Age Children **MCGOVERN-DOLE RESULTS FRAMEWORK 2:** Increased Use of Health and Dietary Practices	**MCGOVERN-DOLE SO1:** Improved Literacy of School-Age Children **MCGOVERN-DOLE SO2:** Increased Use of Health, Nutrition and Dietary Practices

MCGOVERN-DOLE INDICATOR 31: Number of individuals benefiting indirectly from USDA-funded interventions

DEFINITION: This is an output indicator measuring the number of individuals indirectly benefitting from USDA-funded interventions. The individuals will not be directly engaged with a project activity or come into direct contact with a set of interventions (goods or services) provided by the project. This may include, for example, family members of students receiving school meals. Participants' neighbors that, due to spontaneous spillover, apply USDA-promoted improved practices or technologies may also be counted as indirect beneficiaries if Recipients use clearly documented assumptions that are regularly validated through spot surveys or similar methods.

Individuals should not be double counted. Individuals may benefit from multiple interventions in one fiscal year but should only be counted once per fiscal year. If an individual is already counted as a direct beneficiary, the individual should not also be counted as an indirect beneficiary if they are indirectly benefitting from other project interventions. For example, if a family receives take home rations, the family members would be counted as direct beneficiaries and should not also be counted as an indirect beneficiary as a family member of a student receiving meals at the school.

RATIONALE: This indicator tracks indirect impact of project on community or area of intervention.

INDICATOR CHARACTERISTICS

UNIT OF MEASURE:	**INDICATOR LEVEL:**	**DIRECTION OF CHANGE:**	**FREQUENCY OF REPORTING:**
Number: Individuals	Output	Higher is better	Annually covering the period: October 1 – September 30

DISAGGREGATION: None

DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from program participant beneficiary tracking records and reports.

MEASUREMENT NOTES:
Only indirect beneficiaries should be counted under this indicator. Individual beneficiaries should not come into direct contact or receipt of an intervention or set of interventions, but should indirectly benefit from one or more of the project's interventions.

<table>
<tr><td colspan="2">BASELINE INFO: Baseline is zero.</td></tr>
<tr><td colspan="2">DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS VERBATIM to allow for the information to be collected correctly.</td></tr>
<tr><td colspan="2" align="center">RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE</td></tr>
<tr><td>FtF INDICATOR:
No</td><td>DEFINITIONAL AND MEASURMENT NOTES:
None</td></tr>
</table>

MCGOVERN-DOLE RESULTS FRAMEWORK 1: Improved Literacy of School Age Children **MCGOVERN-DOLE RESULTS FRAMEWORK 2:** Increased Use of Health, Nutrition and Dietary Practices	**MCGOVERN-DOLE SO1:** Improved Literacy of School-Age Children **MCGOVERN-DOLE SO2:** Increased Use of Health, Nutrition and Dietary Practices

MCGOVERN-DOLE INDICATOR 32: Number of schools reached as a result of USDA assistance

DEFINITION: The indicator tracks the number of schools reached during the reporting period by any project activity. While this will commonly be schools reached with school feeding, it will also count schools reached with any other activity (even absent feeding), such as teacher training or other capacity-building activities, facilities improvements, PTA strengthening, etc.

RATIONALE: The school is the hub of many program activities and having a simple school count is useful in reflecting the breadth of the program.

INDICATOR CHARACTERISTICS

UNIT OF MEASURE:	**INDICATOR LEVEL:**	**DIRECTION OF CHANGE:**	**FREQUENCY OF REPORTING:**
Number: Schools	Output	Higher is better	Biannually covering the periods: October 1 – March 31 and April 1 – September 30

DISAGGREGATION: None

DATA SOURCE:
WHO COLLECTS DATA FOR THIS INDICATOR: Data will be collected by Recipients.

HOW SHOULD IT BE COLLECTED: Data will be collected from recipient records.

MEASUREMENT NOTES:
BASELINE INFO: Baseline is zero.

DATA ENTRY IN FAIS:
The indicator title must be entered into the relevant performance reporting section of FAIS ***VERBATIM*** to allow for the information to be collected correctly.

RELATIONSHIP TO THE FEED THE FUTURE (FtF) INITIATIVE

FtF INDICATOR:	**DEFINITIONAL AND MEASURMENT NOTES:**
No	

Monitoring and Evaluation Policy

Foreign Agricultural Service – Food Assistance Division
United States Department of Agriculture

February 2019

Background

USDA is committed to ensuring a strong culture of evaluation and learning from experience. The policy described in this document sets forth an ambitious agenda for monitoring and evaluation in the Foreign Agricultural Service (FAS) and demonstrates the Agency's will to achieve results that make positive changes for people living in poverty. The Agency places a high level of importance on managing for results, and to this end, the Food Assistance Division (FAD) adheres to a Results Oriented Management (ROM) approach that supports the Agency's capacity to manage public resources thoughtfully, to ensure accountability and transparency, and to help ensure that programming is driven by evidence and not by anecdote.

The purpose of this monitoring and evaluation policy is to institutionalize results oriented management in the programs administered by FAD, in particular the McGovern-Dole International Food for Education and Child Nutrition (McGovern-Dole), the Food for Progress, and the Local and Regional Food Aid Procurement Programs. This policy will guide the integration and implementation of monitoring and evaluation systems and processes into FAD programs and will serve to inform Agency staff and stakeholders of its expectations regarding program monitoring and evaluation. The policy outlines the purpose of monitoring and evaluation, the range of methods used to monitor and evaluate programs, the roles and responsibilities of Agency staff, program participants, and other key stakeholders, and the ways in which monitoring and evaluation information will be used and disseminated to inform decisions regarding program management and implementation.

This policy also seeks to address the findings from external reviews that have been focused on USDA food assistance programs. In 2007, and again in 2011, GAO conducted an assessment of the effectiveness and efficiency of U.S. Government food assistance programs.[70] These reports noted the need for improvements in monitoring and evaluating USDA's food assistance programs. GAO also conducted assessments on federal agencies' monitoring and evaluation policies (2016) and on the quality and dissemination of agencies' program evaluations (2017). These assessments included USDA and reflected that FAD's M&E practices meet many of the quality standards in the evaluation field, but that there remains room for improvement.[71] In response to these reports and previous reports conducted by GAO and the USDA Office of the Inspector General (OIG), FAS established a Monitoring and Evaluation unit within the Office of Capacity Building and Development (OCBD) in FY 2007. The Monitoring and Evaluation Staff (MES) is responsible for managing and providing technical assistance in performance management and evaluation of capacity building and development programs, including food assistance programs.

FAD's monitoring and evaluation policy as it is described in this document, is based on various laws and policies that guide performance management and the review of food assistance programs. The *Government Performance and Results Act* (GPRA) established in 1993 and the subsequent *GPRA Modernization Act* established in January 2011, require agencies to develop and regularly report on Agency goals and objectives, including outcome oriented goals, performance indicators, targets, and their links to U.S. Government priorities.[72] The FAD M&E Policy also reflects

[70] For more information see: http://www.gao.gov/new.items/d07560.pdf and http://www.gao.gov/new.items/d11491.pdf.
[71] For more information see: https://www.gao.gov/assets/690/680042.pdf and https://www.gao.gov/assets/690/683157.pdf.
[72] For more information see: https://www.gpo.gov/fdsys/pkg/BILLS-111hr2142enr/pdf/BILLS-111hr2142enr.pdf

monitoring and evaluation guidelines issued by the Office of Management and Budget (OMB) on how Federal Agencies can comply with the Foreign Aid Transparency and Accountability Act (FATAA) of 2016 (FATAA guidelines).[73]

Furthermore, USDA adheres to the Paris Declaration Principles on Aid Effectiveness, as well as the Accra Agenda for Action, which reconfirmed and amplified the principles of ownership, mutual accountability, and managing for results.[74] The Agency's evaluation policy also draws significantly from guidance established by the American Evaluation Association on a more effective government and the Organization for Economic Cooperation and Development's (OECD) Development Assistance Committee (DAC).[75] The OECD/DAC Evaluation Network aims to increase the effectiveness of international development programs by supporting robust, informed, and independent evaluation through improving evaluation policy, sharing good practice, and supporting the development of operational and policy lessons.

The FAD monitoring and evaluation policy is also guided by food assistance program legislation. Food for Progress, McGovern-Dole, and Local and Regional Food Aid Procurement (*see* 7 CFR Part 1499.13, 7 CFR Part 1599.13, and 7 CFR Part 1590.13) require, unless otherwise specified in an agreement, independent, third party evaluations.[76] The legislation governing the monitoring and evaluation requirements for these programs is further established and defined in this policy.

Beginning in 2009, the Food Assistance Division (FAD) of USDA/FAS began to undertake a strategic course of action to develop and institute a comprehensive ROM System to support the achievement of Division and Agency-wide program goals. Results Oriented Management focuses on higher-level program results such as the outcomes and the impact of programs, while also monitoring program activities, inputs and outputs. It promotes management decision-making at a more strategic level than can be achieved through tracking activities, collecting anecdotes and documenting individual success stories. ROM can help to improve internal and external program coordination and ensure that funds are allocated to programs that achieve results and have the greatest impact. To this extent, FAD's ROM System is integrated into key management structures and processes within the Division including, strategic planning, performance and accountability reporting, policy formulation, project management, financial and budget management, and human resource management.

This policy is effective from the date established and will be applicable to all food assistance programs. This policy applies fully to projects funded in FY 18 and beyond, while projects funded in FY 17 and before will use the policy as a guiding principle in fulfilling the established requirements of their current agreement. The original policy first published in May 13 applied fully to projects funded in FY 12 and served as a guiding principle for projects funded in FY 10 and FY 11.

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[73] For more information see: https://www.whitehouse.gov/wp-content/uploads/2017/11/M-18-04-Final.pdf and https://www.gpo.gov/fdsys/pkg/PLAW-114publ191/content-detail.html.

[74] For more information see: http://www.oecd.org/dac/effectiveness/parisdeclarationandaccraagendaforaction.htm

[75] For more information see: https://www.eval.org/evaluationroadmap and http://www.oecd.org/dac/evaluation/

[76] For more information see: https://www.gpo.gov/fdsys/granule/CFR-2012-title7-vol10/CFR-2012-title7-vol10-sec1599-13 (McGovern Dole), https://www.gpo.gov/fdsys/granule/CFR-2012-title7-vol10/CFR-2012-title7-vol10-sec1499-13 (Food for Progress), and https://www.gpo.gov/fdsys/pkg/CFR-2018-title7-vol10/pdf/CFR-2018-title7-vol10-sec1590-13.pdf (Local and Regional Food Aid Procurement).

Definitions and Purpose - Monitoring and Evaluation

This policy applies to the three Food Assistance programs previously mentioned – the McGovern-Dole International Food for Education and Child Nutrition (McGovern-Dole), the Food for Progress, and the Local and Regional Food Aid Procurement Programs – and to the individual projects within each program. A project is comprised of a complementary set of activities, implemented by an organization, in a country or countries, over an established period of time. USDA performs monitoring and evaluation at the program level, though much of the guidance in this policy reflects monitoring and evaluation at the project level.

All food assistance projects will support this monitoring and evaluation policy and the relevant ROM program frameworks by developing and implementing a range of monitoring processes and structures including, a results framework outlining the project's causal logic and the critical assumptions underpinning the project's strategy, a performance monitoring plan that includes performance indicators and data collection methods and approaches, and an evaluation plan. This approach is complementary to FAD's operational guidelines related to project design and implementation including, among other things, the use of project audits, work plans, and financial plans.

Accountability: Obligation to demonstrate that work has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results vis a vis mandated roles and/or plans. This may require a careful, even legally defensible, demonstration that the work is consistent with the contract terms.

-- OECD/DAC

Monitoring involves connecting relevant information to strategic decisions. Monitoring is used by program management and key stakeholders to assess performance and use of program resources. It assists in the oversight and continuous review of program implementation and the assessment of progress in meeting program objectives and results. Monitoring should be based on systematic data collection of established performance indicators including process, output, and outcome indicators. Performance monitoring is necessary for project management but it is only one part of a ROM system.

Monitoring is complementary to evaluation and both processes support FAD's ROM system. As such, monitoring and evaluation plans should be developed in coordination with one another to ensure the most efficient and effective use of resources and information.

Evaluation is the systematic and objective assessment of both on-going and completed projects with regard to a project's design, implementation, and results. Evaluations are used to deepen the Agency's understanding about how and why things work or do not work, to provide evidence of success, and to strengthen future programming and strategic planning. Specifically, evaluations aim to assess the relevance, effectiveness, efficiency, sustainability, and impact of a project or program.

Evaluation is a tool for learning and accountability. Accountability is understood as involving two responsibilities or duties: the responsibility to undertake certain actions and the responsibility to provide an account of those actions. The four primary audiences of accountability include donor accountability, which emphasizes financial accounting and results attainment, beneficiary accountability, which involves project implementation, practice, policies, and outcomes, internal accountability, which pertains to organizational mission, values, members, supporters, and staff, and finally horizontal accountability, which comprises peer agencies and institutions of practice.

As stewards of public resources, USDA is accountable to the American people and to program beneficiaries and stakeholders. Of primary concern is that the resources reach the target beneficiaries and that they actually produce the intended changes to reduce food insecurity; improve literacy; increase use of health, nutrition and dietary practices; increase agricultural productivity; expand trade; and improve effectiveness of food assistance through local and regional procurement. When rigorous and carefully designed evaluations are transparent and made publicly available, they help to ensure that public resources are used as effectively and efficiently as possible.

To be accountable also implies the need to learn from programmatic successes and failures. Organizational learning is a key focus of evaluations in FAS with the primary audience including USDA, program participants, other key stakeholders and national and local governments where the programs are implemented. Important in the learning process is the translation from evaluation findings and recommendations to changes in the design and implementation of programs and program planning and management. USDA will also ensure the sharing of lessons learned to the broader group of stakeholders through the publication of evaluations.

USDA strives to have an integrated system for reporting and follow-up on evaluation findings and recommendations. The system will seek to enhance and improve learning within USDA, among and across regions, programs and sectors and to ensure that where applicable, lessons learned about programs in Latin America, for example, are shared with Agency staff and organizations managing and implementing programs in Africa and Asia.

Guiding Principles for Monitoring and Evaluation

This monitoring and evaluation policy adheres to a number of guiding principles. Taken together, the principles are mutually reinforcing and complimentary to ensure that the monitoring and evaluation policy and its supporting processes and systems meet the desired purpose of learning and accountability. The monitoring and evaluation processes and systems underpinning this policy will become an integral component of project design and management.

Monitoring will be conducted throughout the duration of each project. The monitoring data and information will serve to inform the performance monitoring reports and support management decisions and ongoing, organizational learning. Monitoring should be objective, based on data quality standards, logically linked to program efforts, useful, and should measure changes plausibly caused by the project. Project management, including program participants, USDA program staff, and other key stakeholders, will be responsible for the continuous use of monitoring and evaluation information in the implementation of the projects. Such information will assist project management in identifying opportunities and challenges and whether or not mid-course project alterations need to be made, what changes need to be made, and how such changes should be implemented.

Regular monitoring and evaluation information will also be used by FAS to meet its regular reporting and accountability requirements. This includes the Department's annual Performance and Accountability Report[77], annual budget requests, interagency reports, and Congressional, OIG, and GAO reviews as well as public requests.

To the extent possible and feasible, evaluations will be timed in order to inform project funding decisions. This will help to ensure that management decisions regarding future project funding are evidence based and strengthen the link between results and resource allocation. An expanded body of knowledge about effective interventions and necessary conditions for project success and sustainability will also improve future project design and strategy.

Reflective of USDA's commitment to ownership and mutual accountability, monitoring and evaluation principles will, to the extent possible, seek to build and enhance partnerships, build the capacity of organizations to conduct rigorous monitoring and evaluation, and increase the knowledge base on lessons learned and good practices in international efforts to address food insecurity.[78]

Principles for Monitoring and Evaluation:

- Designed and timed for use
- Use the Best Methods Available
- Practical and Efficient
- Planned Early
- Sufficiently Resourced
- Conducted Ethically
- Shared Transparently

Evaluation efforts managed by FAS focusing on strategic areas of interest, special studies, and impact evaluations will be undertaken in partnership with other USG agencies, other donor governments and foreign governments to the extent possible and feasible. Such an approach will support the Paris Declaration principles on harmonization and partnership and the U.S. Government efforts to ensure a whole of government approach.

USDA supports the use of multiple evaluation designs depending on the purpose of the evaluation. As a general principle, evaluations should be designed using the most rigorous evaluation methodology appropriate and feasible and with due consideration to available resources. The selection of an evaluation design should take into account factors including the history of the project or similar projects in the country, and whether the project or an aspect of the project is a "pilot" or is as-yet untested. The selection of evaluation methods should depend on the purpose of the evaluation, the questions being asked, the level of rigor and evidence required, and project design. Mixed methods approaches should most often be used including both qualitative and quantitative methods to the extent possible and practicable.

Impact evaluations, using quasi-experimental and experimental designs, including randomized evaluations, will be supported by USDA as appropriate. Impact evaluations aim to assess changes in program participants' behaviors or wellbeing and seek to establish a cause and effect relationship. Direct and indirect impacts will be assessed as well as intended and unintended impacts.

Impact evaluations implemented by USDA and program participants must include a well-defined counterfactual and seek to assess whether, for example, a school feeding program led to observed changes in learning and school performance or whether the observed changes in school

[77] For more information see: https://www.usda.gov/our-agency/about-usda/performance
[78] For more information see: https://www.whitehouse.gov/wp-content/uploads/2017/11/M-18-04-Final.pdf

performance were a result of other changes in the implementing environment. Impact evaluations aim to identify attribution of the program interventions to the outcomes observed using control or comparison groups.

> **Counterfactual:** The situation or condition which hypothetically may prevail for individuals, organizations or groups were there no development intervention.
>
> -- OECD/DAC

As specified in regulations (*see* 7 CFR Part 1499.13, 7 CFR Part 1599.13, and 7 CFR Part 1590.13), evaluations will be independent and conducted by a third party. Specifically, the regulations specify that the third party conducting the evaluation:

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

Independence of the evaluation function from program implementation and management is a core principle of USDA evaluation. Independence helps to ensure both credible and objective evaluations. USDA supported evaluations should be conducted by people who are not involved in the implementation and management of the project, and the evaluation process must be free from political influence and organizational pressure. For external evaluations, all evaluation team members will provide a signed statement attesting to a lack of conflict of interest, or disclosing any real or potential conflicts of interest.

Another guiding principle for FAD's M&E Policy is that monitoring and evaluation should be conducted in an ethical manner.[79] Monitoring and evaluation activities should appropriately balance the desired creation of evidence with the protection of human subjects, including safeguarding the dignity, rights, safety, and privacy of participants. Evaluators are responsible for applying ethical principles in all stages of the evaluation, and for raising and clarifying ethical matters with stakeholders during the course of the evaluation.[80]

USDA supports projects that incorporate and support rigorous and robust monitoring and evaluation systems from the design or proposal stage, throughout the project duration, and, to the extent possible, post-project implementation.

Project Development

Results Frameworks

[79] For more information see: https://www.whitehouse.gov/wp-content/uploads/2017/11/M-18-04-Final.pdf
[80] For more information see: https://www.eval.org/p/cm/ld/fid=51

Before awards are made, organizations are responsible for clearly identifying and articulating how the proposed project will contribute to USDA food assistance program results frameworks. USDA Food Assistance Results Frameworks can be found on the Food Assistance Information System's website.[81] Organizations should clearly identify the project strategy and what result(s) the project expects to achieve. Organizations, therefore, must develop a project specific results framework that a) identifies the project's logic and expected results at various levels and b) clearly links to the USDA program results frameworks.

The proposed project strategy and expected results should be clearly grounded in the country context and knowledge of existing relevant national and local programs. For example, a proposal submitted in support of USDA's McGovern-Dole program focused on improving literacy of school age children may focus on the intermediate results for improving quality of literacy instruction and improving attentiveness and exclude project activities focused on improving student attendance if the proposal can clearly justify that school attendance is not a hindering factor in improving literacy. Countries, for example, with high rates of school enrollment and attendance and access to schools may not necessarily warrant project activities focused on this intermediate result.

The project-level results framework will be used to guide project monitoring and evaluation.

Performance Monitoring Plans

In addition to submitting a project-level results framework, organizations will submit a draft performance monitoring plan (PMP) that defines performance indicators and identifies data sources, collection methods, and reporting frequency, as well as why and by whom indicator data will be analyzed, used, and reported.[82] The plan must include the relevant FAD standard indicators and should include custom (project-specific) indicators if applicable. FAD standard indicators have been identified in the *Food Assistance Indicators and Definitions* handbook.[83] Standard indicators are used by USDA to measure progress in achieving USDA's *program* results. The standard indicators will allow USDA to report progress among all of its projects across results areas (*i.e.* literacy, good health, nutrition and dietary practices, agricultural productivity and trade) or country specific achievements. Feed the Future and other interagency standard indicators will be incorporated into FAD's standard indicator handbook. All standard indicators are required for projects to report on where relevant to the project's strategy.

In addition, organizations may include custom indicators that they deem key to monitoring program performance and accountability. As a good practice, these custom (project-specific) indicators should be based on broad stakeholder input. Although not required, organizations should include custom indicators that have been developed through a participatory approach involving key stakeholders. The organization may wish to hold a stakeholders meeting to develop the project's proposed results framework, performance monitoring plan, and performance indicators. Using a participatory approach will help to ensure that all stakeholders' requirements and needs are met, comprehensive knowledge of the implementing environment and country needs,

[81] Please see the Food Aid Information System website at: https://apps.fas.usda.gov/fais/public
[82] For a sample PMP and key components of a PMP, please see Annex A.
[83] Please see the Food Assistance Division website at: https://www.fas.usda.gov/programs/resources/guidance-food-aid-program-standard-indicators.

knowledge of existing data collection tools and activities for performance data collection, institutionalization and ownership of the results framework and project strategy, and clearly articulated roles and responsibilities.

In the development of standard and custom indicators, USDA believes indicators should meet the following criteria:

Direct – the indicator should, as closely as possible, measure exactly the relevant result.
Objective – the indicator should be precise and unambiguous about what is being measured and how. There should be no doubt on how to measure or interpret the indicator.
Adequate – the indicator(s) should sufficiently capture all of the elements of a result.
Practical – the data can be obtained to inform the indicator in a timely and efficient manner and the data are of high-quality.

The full set of indicators selected to monitor project performance should be kept to the minimum necessary to inform project management and oversight. They should also be realistic in terms of project resources allocated to performance management including data collection, analysis, and reporting.

In addition to drafting a PMP, organizations will also establish draft baseline values and annual and life-of-project targets for all indicators during project development. Established targets should be realistic and ambitious. Baseline values will be confirmed when the baseline evaluation is done after the agreement is underway, and the project may request to amend baseline values or targets if the baseline data justifies such changes.

Evaluation Plans

Organizations will draft a preliminary evaluation plan with a description of required evaluation activities, including proposed design, methodology, timeframe, and management of evaluation activities. Organizations should include a detailed description of their evaluation management function and budget allocation for monitoring and evaluation. The evaluation plan should also include a section describing the proposed monitoring system and protocols for collecting, storing, analyzing, and using data as part of regular project monitoring.

USDA recognizes the range of project sizes, scopes, and durations across the Division's programs. As described above, USDA will support the use of multiple evaluation designs depending on the project characteristics and purpose of the evaluation. In support of USDA's general principles for evaluations, evaluations should be designed using the most rigorous methodology appropriate and feasible taking into account available resources, project strategy, current knowledge and evaluation practices, and the implementing environment. Proposals should aim to include strong evaluation design, including impact evaluation that seeks to advance the knowledge base and lessons learned in Food Assistance.

Organizations submitting proposals under any of the food aid solicitations may propose to engage with partners with strong expertise in evaluation to assist in evaluation design, implementation, data collection, and analysis. Advantages of engaging with an experienced independent evaluation firm from the initial project design phase include a better ability to integrate a rigorous evaluation design into activity planning, and more broadly a chance to mitigate challenges and build a strong M&E foundation from the project's inception. Proposing organizations should also consider the appropriate costs for the management and implementation of monitoring and evaluation activities.

Organizations must allocate, at a minimum, three percent (3%) of the project budget towards monitoring and evaluation. The three percent minimum is exclusive of organization monitoring and evaluation staff salaries and staff travel. Design of monitoring databases, database licenses, infrastructure for data collection such as tablets, and external contracts for evaluations and special studies are typically included in the three percent minimum. For evaluation plans which include conducting impact evaluations, FAS expects costs to range between five to ten percent (5% - 10%) of the project budget.

Project Implementation

After project award, project performance monitoring plans and evaluation plans will be finalized in coordination and cooperation with FAD program staff and MES within three (3) months after project award. FAD program staff and MES will work with the program participant to finalize the performance monitoring and evaluation plans. This may include refinements to the plan to ensure that the definitions for the USDA standard indicators are clearly articulated, indicators selected and identified are appropriate and consistent with USDA expectations, and plans for performance measurement, evaluation and reporting meet USDA requirements.

Projects will be responsible for establishing indicator baseline information and targets for which the project will regularly measure performance against. The baseline information for indicators must be measured and established prior to the start of project activities.

During project implementation the project will be responsible for:

- Submitting a revised performance monitoring plan and evaluation plan three (3) months after project award
- Submitting external evaluation TORs and reports to USDA for review and approval
- Reporting performance on indicators and targets semi-annually in project performance reports
- Updating USDA on any changes to the project's monitoring and evaluation, including requesting changes to targets if desired

Having a valid baseline is critical as a foundation for quality monitoring and evaluation throughout a project's life cycle, but project participants may work with USDA to identify potential opportunities to begin project activities with a continuing population in a project, or with a population outside the baseline sample, on a case-by-case basis. Additionally, projects should carefully consider how the selection of their beneficiaries affects the design of their baseline study and should consult with USDA on the timing of beneficiary identification and data collection. Projects must submit a terms of reference document describing the baseline study to USDA for review and approval.

Projects should submit a baseline evaluation within six (6) months of award signing, for USDA review and approval.[84] Final versions of USDA baseline evaluation reports will be made public. After the baseline evaluation is approved, projects are required to report progress and achievements in meeting the targets established for each of the standard and custom indicators in the semi- annual performance reports. Such information will help project management, FAD staff, and key stakeholders determine whether the project is on track to achieve its intended results. Discussion of the performance indicators must include a narrative description, as outlined in the PMP, of how the project used the information for project management. Target modifications can be requested after baseline information is submitted and updated in a baseline amendment.

Following submission of the project semi-annual performance reports, FAD staff will review the reports and provide, in writing, any follow-up observations or questions for the project team. FAD may request, for example, additional information or clarifications regarding the performance indicator data submitted or seek to discuss challenges or opportunities that may have arisen during the reporting period. FAD may request a conference call with or a written response from the project team to discuss the project reports.

The project semi-annual performance reports and monitoring data and information will help to inform project midterm and final evaluations.

Midterm Evaluations

The purpose of midterm evaluations may vary across projects and will depend on the evaluation design outlined in the evaluation plan. In general, however, midterm evaluations should be used to assess progress in implementation; assess the relevance of the interventions; provide an early signal of the effectiveness of interventions; document lessons learned; assess sustainability efforts to date; and discuss and recommend mid-course corrections, if necessary. A variety of methodologies may be used to carry out midterm evaluations. While midterms typically use some or all of the same methodologies and tools as the baseline and final evaluations, the evaluation plan should explain and justify any differences in the midterm design.

All food assistance projects of four (4) years in duration or longer are required to carry out a midterm evaluation. FAS will negotiate with organizations whether and to what extent a project of three (3) years in duration or shorter will carry out a midterm evaluation. The purpose of the evaluation is to critically and objectively review and take stock of the project's implementing experience and the implementing environment, assess whether targeted beneficiaries are receiving services as expected, assess whether the project is on track in meeting its stated goals and objectives, review the project-level results frameworks and assumptions, document initial lessons learned, and discuss necessary modifications or mid-course corrections that may be necessary to effectively and efficiently meet the stated goals and objectives.

The project will be responsible for managing and allocating sufficient funds for the midterm

[84] For example, if the award is signed September 30, baseline information should be submitted by March 31. On a case-by-case basis, USDA will consider extension requests for submitting baseline information.

Midterm Project Evaluation

Process	Timing
✓ Prepare for midterm project evaluation	
✓ Identify internal project evaluation team	
✓ Develop project evaluation TOR , including methodology	Approximately four (4) months after implementation of key project activities
✓ Submit TOR to USDA for review and approval	
✓ Identify external consultant	
✓ Conduct assessment and collect stakeholder input	
✓ Submit final midterm evaluation report to USDA	Within 90 days following evaluation fieldwork and no more than 15 days after evaluation report completion
✓ Discuss actions to address findings and recommendations with USDA project manager	No later than 30 days following submission of final midterm evaluation report
✓ Report on implementation of follow-up actions	Ongoing, in future project reports as appropriate

evaluation. The midterm evaluation must be conducted by an independent third party. According to the food assistance program regulations, the independent third party conducting the evaluation must be financially and legally separate from the organization.[85] The purpose of contracting with an independent consultant is to bring an independent and unbiased perspective to the evaluation process and to bring specialized skills or experiences to the project evaluation process where necessary.

If the organization maintains an evaluation unit, USDA requires that the organization's evaluation unit provide oversight on the evaluation.

The evaluation should be managed by an organizational staff person or a project staff person with significant knowledge and expertise concerning evaluation. Ideally, the organization would maintain an evaluation unit that was separate 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. In their evaluation management role, organizational or project staff can participate in the evaluation by giving input to evaluation questions, or providing logistical support in locating beneficiary sites to the evaluator, for example. The evaluator, however, should directly collect data from beneficiaries and analyze that data, for example. When conducting the midterm evaluation, the project should consider participatory approaches to involving key stakeholders including implementing partners or sub-contractors, local and national government partners, project beneficiaries and other donor partners. The project shall also invite USDA to participate in the evaluation, particularly during discussions related to mid- course corrections or changes in strategy, results frameworks, and critical assumptions.

[85] OECD/DAC Working Party on Aid Evaluation defines a review as "an assessment of the performance of an intervention, periodically or on an ad hoc basis" and notes that the use of the term "evaluation" tends to refer to a more comprehensive or in-depth assessment than a "review". Reviews tend to emphasize operational or implementation aspects of a project. FAD subscribes to this definition and the focus on implementation issues and considers a project review to satisfy midterm evaluation requirements. For more information on the evaluation definitions please see: http://www.oecd.org/dataoecd/29/21/2754804.pdf.

The evaluation may occur precisely at the mid-point in project implementation (i.e. for a 30 month project the midterm review may occur during month 15) or earlier depending on the project work plan and implementation timeline. Exact timing of midterm data collection may also be adjusted to account for factors such as delays in project implementation start, timing of baseline data collection, the school calendar, and the agricultural season. Literacy assessments, for example, should occur at the same time during each school year, and the midterm evaluation schedule should account for this. The project may determine the most strategic timing of the evaluation, however, the timing should allow for sufficient time for the implementation of project activities. The project should allow at least four months of implementation of key project activities before developing the terms of reference (TOR) for the midterm evaluation. The project is required to keep USDA up to date on the scheduling of the midterm evaluation through the submission of project reports.

The program participant's evaluation unit will develop the TOR for the midterm evaluation which includes the purpose and scope of the evaluation, specific issues or questions to be addressed in the evaluation, prospective approach and methodology, timing and work plan of the evaluation, ethical considerations, and evaluation management and selection of the evaluation team. The evaluation TOR must be submitted to USDA for review and approval prior to the selection of the evaluation team and implementation of the evaluation. As a general practice, the draft evaluation TOR should be submitted to USDA no later than three (3) months prior to the start of the evaluation activities.

Unless identified in the project proposal, the independent evaluation consultant(s) should be selected through a competitive procurement process. The selection of the evaluation contractor or consultant(s) must be based on professional competency, experience in relation to the evaluation tasks, independence from the program participant, avoidance of conflict of interest, and experience and knowledge of the country in which the evaluation will be conducted.

As the final output of the evaluation, the project is required to submit a detailed report outlining the purpose of the evaluation, methodology, primary questions, findings, lessons learned to date, and recommendations. The final midterm evaluation report should include proposed actions the project deems appropriate to address the review findings and recommendations. The project is required to submit the midterm evaluation report to USDA for review and approval. The final report must be submitted to USDA within 90 days following the evaluation fieldwork and within 15 days of finalizing the midterm evaluation report.

Within 30 days of receiving the final midterm evaluation report, USDA will engage collaboratively with the project staff to discuss the proposed actions that need to be taken to address the findings and recommendations. The participating organization must include information on the progress of implementation of the agreed upon actions in future semi-annual performance reports. Final versions of midterm evaluation reports will be made publicly available.

Final Evaluations

Each project is required to undergo a comprehensive, independent final evaluation. The purpose of the final evaluation is to assess whether the project has achieved the expected results as outlined in the project-level results framework. The final evaluation should assess areas of project design, implementation, management, lessons learned, and replicability. It should seek to provide lessons learned and recommendations for USDA, program participants and other key stakeholders for future food assistance and capacity building programs. The evaluation will likely use mixed methods approaches as outlined in the agreed upon evaluation plan. In general the final evaluation should assess:

Relevance-The extent to which the project interventions met the needs of the project beneficiaries and is aligned with the country's agriculture and/or development investment strategy and with USDA and US Government's development goals, objectives, and strategies. Relevance should also address the extent to which the project was designed taking into account the economic, cultural and political context and existing relevant program activities.

Effectiveness-The extent to which the project has achieved its objectives. Effectiveness should also assess the extent to which the interventions contributed to the expected results or objectives.

Efficiency-The extent to which the project resources (inputs) have led to the achieved results. An assessment of efficiency should also consider whether the same results could have been achieved with fewer resources or whether alternative approaches could have been adopted to achieve the same results.

Impact-Assessment of the medium and long-term effects, both intended and unintended, of a project intervention. Effects can be both direct or indirect and positive or negative. To the extent possible, the evaluation should assess the extent to which the effects are due to the project intervention and not other factors.

Sustainability-Assessment of the likelihood that the benefits of the project will endure over time after the completion of the project. Sustainability should also assess the extent to which the project has planned for the continuation of project activities, developed local ownership for the project, and developed sustainable partnerships.

In addition to the focus on relevance, effectiveness, efficiency, sustainability and impact as described above the evaluation may focus on other areas of particular interest to USDA, project staff or key stakeholders. Input on the scope and purpose of the evaluation therefore must be solicited from key stakeholders during the planning stages of the evaluation as described.

The program participant will be responsible for allocating sufficient funds, managing, and contracting with an independent consultant(s) to conduct the final evaluation. As with midterm evaluations, if the program participant maintains an evaluation unit, USDA requires that the unit provide oversight on the evaluation. The evaluation should be managed by an organizational staff person or a project staff person with significant knowledge and expertise concerning evaluation. Ideally, the organization would maintain an evaluation unit that was separate 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 timing of the final evaluation should be established at the start of the project and included in the project work plan and updated as appropriate. In general, the evaluation should be timed to inform new programming decisions and strategies. Final project evaluations should be planned at least six (6) months prior to the completion of a project.

USDA supports a participatory evaluation process. This helps to ensure the quality, validity, utility and mutual ownership of the evaluation findings and recommendations. As a result, USDA staff, as well as, relevant program participant staff and key stakeholders should be involved cooperatively in the design and implementation of the evaluation to the extent possible and appropriate including but not limited to the evaluation preparation and planning, as a key informant and key stakeholder, reviewing findings, conclusions and recommendations to ensure factual accuracy of the evaluation report and discussing and addressing evaluation recommendations.

The organization's evaluation unit should develop a TOR for the evaluation which includes the purpose and scope of the evaluation, specific issues or questions to be addressed in the evaluation, prospective approach and methodology, timing and work plan of the evaluation, ethical considerations, and evaluation management and selection of evaluation team. The evaluation TOR must be submitted to USDA for review and approval prior to the selection of the evaluation team and implementation of the evaluation. As a general practice, the draft evaluation TOR should be submitted to USDA no later than three (3) months prior to the start of the evaluation activities.

Unless identified in the project proposal, the independent evaluation consultant(s) should be selected through a competitive procurement process. The selection of the evaluation contractor or consultant(s) must be based on professional competency, experience in relation to the evaluation tasks, independence from the program participant, avoidance of conflict of interest, and experience and knowledge of the country in which the evaluation will be conducted.

The final evaluation report must be submitted to USDA for review and approval within 90 days following the evaluation fieldwork and before the project closes (before the project end date). The final project evaluation will be made public as described below.

Other Evaluation Activities

FAD, in cooperation with MES, may identify additional evaluation activities of strategic interest to the Agency. This may include higher-level country-based or thematic evaluations. FAD may focus specific evaluation activities, for example, on understanding the impact of microfinance activities or agricultural extension programs on agricultural productivity.

USDA managed evaluations may also include impact evaluation activities as defined above. Such activities require collaboration with the program participants and therefore will be defined in more detail in the solicitation process.

When selecting projects to undergo impact evaluation FAD will consider:

- Projects that have the potential or expectation to scale-up or receive future funding;

- Projects that propose new interventions, where little evidence on their effectiveness exists;
- Projects that are considered "pilot" projects; and
- Projects or interventions receiving a significant amount of USDA funds.

USDA may also decide to conduct an evaluation after project completion. Such an evaluation may seek to assess the long-term effects and sustainability of a project.

In order to ensure the availability of adequate data and information to support a post-project evaluation USDA may require a project to submit any quantitative data that is collected by the project, in particular data that is collected for evaluation purposes. The data must be submitted in a user-friendly readable format with accompanying data documentation. Data submitted should not be aggregated but should be individual level record data. The data and proper documentation should be provided in a format that is sufficiently useable and readable by USDA or its evaluation contractor.

Data Quality Standards and Assessment

USDA and program participants utilize monitoring and evaluation data to inform current and future funding activities, assess the performance of its programs, and report on the results of its programs to external stakeholders including Congress, other USG partner agencies, OMB, GAO, other external stakeholders including partner countries and the public. Therefore, USDA places a strong emphasis on ensuring a high level of data quality for its performance measures.

The following criteria should be considered when assessing data quality:[86]

Validity – Data measure the result or outcome it is intended to measure.

Reliability – Data collected over time are comparable. Trends are meaningful and allow for measurements of progress over time. Data collection methods and analyses are consistent over time.

Precision – Data have a sufficient level of detail to be useful in decision-making and to present a fair picture of performance.

Integrity – Data quality is routinely monitored. Data quality assessments are integrated into data collection processes and procedures to ensure data are not erroneously reported or intentionally altered.

Timeliness –Data are collected in a timely manner to inform management decision-making and strategic planning. The expectation is that data are reported semi-annually.

All final project evaluation plans should include a discussion on how the project will ensure and maintain the quality of monitoring and evaluation data at all levels involved in data collection from data collected by field staff/monitors to analysis and reports of performance data in project reports. Projects should develop tools and guidelines for project staff and implementing partners to ensure that all relevant partners understand the definitions of the performance measures, data collection methods, and reporting processes and procedures.

[86] Definitions have been drawn from USAID's TIPS sheet on Data Quality Standards, https://www.fsnnetwork.org/sites/default/files/tips-dataqualitystandards.pdf

Projects are required to develop a process for verifying and validating data to ensure that the data submitted in the project reports meets the criteria above. The process should be outlined in the evaluation plan. USDA may request to review data quality assessments or may wish to conduct a data quality assessment in cooperation with the project during a project site visit.

If after conducting a data quality assessment the project identifies weaknesses or concerns with the accuracy or quality of the data the project should provide this information to USDA in the semi-annual performance reports. The project may request to revise or correct previously submitted data to USDA and should provide such information in subsequent semi-annual performance reports. The project should include a narrative noting the data quality issues experienced and describe corrective action the project has taken to ensure such reporting errors do not affect future semi-annual performance reports.

Facilitating the Exchange of Information and Enhancing Learning

In support of the USDA open government initiative[87] and to increase transparency and learning, all final versions of USDA evaluation reports will be made publicly available on the FAS website. Evaluators shall provide a copy of the evaluation reports that is free of personally identifiable information (PII) and proprietary information. In addition, USDA will regularly publish information on project and program level results and accomplishments. This will ensure that the widest audiences as possible are reached and that other organizations learn from FAS's experiences. Principled exceptions may be made where classified, personal, or proprietary information is concerned. Finally, USDA regularly discusses evaluation reports with key stakeholders, including internal staff, implementers, and interagency partners where appropriate, for the purpose of applying findings to program improvement. Reports are disseminated and saved as part of project records.

USDA invests in the training of key staff in evaluation management and methods, and staff uses their expertise to enhance the quality of monitoring and evaluation in food aid projects and also to integrate results into planning and decision-making. MES trains implementing partners on monitoring and evaluation where feasible, with an emphasis on applying quality M&E practices to strengthen program results. MES also participates in internal and external knowledge sharing events in order to foster learning and to build on M&E best practices in the broader evaluation field.

The facilitation and exchange of lessons learned and good practices will lead to improved program design and effectiveness of current and future efforts in food assistance and capacity building. USDA also supports and encourages its partner organizations in efforts to increase transparency and learning.

[87] For more information and the USDA Open Government Initiative please see: http://www.usda.gov/open.

Annex A. Sample Performance Monitoring Plan

PERFORMANCE INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/APPROACH OF DATA COLLECTION OR CALCULATION	DATA COLLECTION		ANALYSIS, USE & REPORTING	
				WHEN	**WHO**	**WHY**	**WHO**
Immediate Objective 1: Increased business sector activity in target areas **“Areas” may include regions, communities, groups, administrative units, associations, organizations, enterprises, countries, or special populations.**							
1. Number and percent of existing firms that expanded businesses over the past year	Definition: Firms included are those receiving training and/or seed funds directly under LED or QZ programs and those vendors/suppliers who are indirectly involved in LED, LMAC/RR or EC. Business expansion is self-reported using a survey that asks Y/N if expansion has occurred. Disaggregated by LED, LMAC/RR and EC, based on direct and indirect involvement. Unit: # of assisted firms that report business expansion; among firms assisted, # of firms that report expansion as a % of total firms assisted.	Project Survey	Data will be collected for each firm 1 year after seed funds are received. One year is counted after the last disbursement of funds. Data will be collected from all qualifying firms (i.e. not a sample survey). Survey will include questions about net revenues. This data may be used ultimately in this indicator in lieu of expansion questions.	Quarterly, to capture all results from firms whose one year post-service delivery period terminates in that period.	Local specialists to administer survey to be reviewed by regional coordinators.	Periodic management reviews (semi-annual) Technical Reports (semi-annual)	Regional coordinator in conjunction with Project Director.

APPENDIX J – McGovern-Dole Learning Agenda

McGovern-Dole Learning Agenda can also be found online at :
https://www.fas.usda.gov/programs/resources/school-meals-learning-agenda

Objective of the School Meals Learning Agenda

The Foreign Agricultural Service's (FAS) Office of Capacity Building and Development (OCBD) created the School Meals Learning Agenda for the McGovern-Dole (McGovern-Dole) International Food for Education and Child Nutrition program as a tool to highlight key research and evaluation questions in the area of school meals. The key research and evaluation questions highlighted in the Learning Agenda are intended to identify gaps in the knowledge base within the school meals literature that should be addressed as a matter of priority. The Learning Agenda was designed to address key research and evaluation questions that align not only with the theory of change outlined in the McGovern-Dole program-level Results Framework, but also the broader school meals program theory. Collectively, addressing the school meals evidence gaps will improve the design and implementation of interventions, and ultimately lead to improvements in education and nutrition for children and the sustainability of school meal programs.

A substantial body of literature exists in the area of school meals. However, key gaps in the knowledge base remain on which interventions or combination of interventions, have the greatest impact, are the most cost-effective, lead to long-term benefits, and improve the sustainability of school meal programs. Decreasing the evidence gaps is essential to prioritizing limited and often scarce resources and developing effective school meal programs and policies. As school meal programs are implemented around the world in high and upper-middle income countries and in low to lower-middle income countries using various modalities and at differing levels of scale and targeting, closing the evidence gaps is critical.

USDA

The McGovern-Dole International Food for Education and Child Nutrition Program supports education, child development, and food security in low-income, food-deficit countries around the globe. The program provides for the donation of U.S. agricultural commodities, as well as financial and technical assistance, to support school meals and maternal and child nutrition projects.

The McGovern-Dole Program is named in honor of Ambassador and former U.S. Senator George McGovern and former U.S.

The school meals theory of change and impact pathways is complex. Evidence demonstrates an effect of school meals on educational outcomes including school participation, school performance, and cognitive development (specifically memory), in addition to strengthening linkages to complementary health and nutrition interventions, such as micronutrient fortification, deworming, and water and sanitation interventions. Take-home rations, which have also been provided as components of school meal programs, show effects on children's attendance at school, particularly among girls, but also on the nutrition of younger children in the home. Further, the more recent focus on linking school meal programs with local agricultural markets, often referred to as "Home-Grown School Feeding" and "local and regional procurement," introduces additional impact pathways that can have an effect on the local economy, jobs, and agricultural production. The Learning Agenda provides a research platform to systematically study the complex linkages between school meals and the health, education, nutrition, and agricultural sector outcomes.

FAS will use the Learning Agenda to prioritize research and evaluation activities in future years. FAS also hopes that other governments, implementing organizations, international organizations, research institutions, and academics will use the Learning Agenda to prioritize school meals research with the aim of collectively closing the evidence gaps and improving the impact and sustainability of school meal programs.

Development of the Learning Agenda

The Learning Agenda was developed through systematic reviews and consultations with researchers, academics, policy-makers, and practitioners with expertise in implementing school meal, health, nutrition, and education interventions from a wide range of organizations, research institutions, and universities.

To reflect the complexities of school meal programs and the linkages between school meals and other interventions, the Learning Agenda is organized around four primary themes: education, nutrition, health, and agriculture. In addition to the organization around the four central themes, the Learning Agenda considers important cross-cutting themes that the evidence shows can influence school meal outcomes, such as gender and target age groups.

Measurement and Methodological Gaps

There are specific measurement and methodological gaps in the current literature that are not identified as specific research and evaluation questions in the Learning Agenda, but are critical to informing the design of future studies aimed to address the literature gaps. The current literature on school meals is often characterized by studies with small sample sizes, short duration, and implemented in limited contexts. More longitudinal studies conducted at scale and designed to measure the long-term impacts of school meal programs are needed across the health, nutrition, education, and agricultural sectors. In addition, studies conducted across a variety of contexts are necessary in order to understand why and how context matters.

There is a significant need for research that generates economic evaluation evidence that considers cost-effectiveness of different school meal modalities, nutritional composition of meals and products, local procurement, and new technologies. There is also a need for consistency in the measurement of educational outcomes, in addition to a focus on the measurement and standards of health and nutrition outcomes for children over the age of five. It is well understood, for example, that the greatest health and nutritional benefits occur in children under the age of five. However, gains in health and nutrition status may be achieved and/or sustained in children over the age of five. Limited research exists on the physical growth and health impacts for children over five, including the studies that assess the minimum acceptable diet for this population of children.

Evidence Gaps

The research questions outlined in this section are familiar questions of school meal effectiveness. An important distinction between the questions of effectiveness outlined in the Learning Agenda, and previously published studies of effectiveness, is that the Learning Agenda seeks to address the gap in evidence of effectiveness at scale. The results from three systematic reviews commissioned by FAS and additional published literature indicate that the reliability and validity of results is often low due to small sample sizes and short duration of the study. The inherent features of the Learning Agenda questions are to measure school meal program interventions at scale and over time.

Another key objective of the Learning Agenda is to provide additional evidence to high-level impacts of school meal programs on student learning and cognition. The research literature includes a number of studies that demonstrate school meal programs can increase short-term measures of school participation, including enrollment and attendance, but research has produced less compelling results on the effect of school meals on actual student learning[88]. Furthermore, there have been no rigorous evaluations of the long-term impacts of school meal programs on economic productivity, morbidity and mortality, and any spillover effects on to the next generation.

The Learning Agenda is segmented into five general categories of outcome inquiry. The first section focuses on the broad systematic level of outcomes of school meal programs, while the remaining four sections focus on areas of outcomes relevant to school meal interventions including: education, health, nutrition, and agriculture. The research questions presented are followed by an overarching discussion of the ways in which sustainability fits into the School Meals Learning Agenda.

School Meal Program Implementation

[88] The studies have largely been limited by small sample sizes and lack of standardization regarding measures of learning.

There are a variety of interventions and implementation systems that comprise international school meal programs. Each system requires a set of complex stakeholder relationships that are often region or country specific and therefore difficult to measure and compare. Over the past five years, McGovern-Dole alone has worked with 24 implementing partners to leverage U.S. agricultural food commodities, as well as financial and technical resources, to provide assistance to numerous school systems in developing countries. These partners in turn must cultivate bilateral, municipal, and community relationships in order to coordinate efforts and to maximize the impact of school meals on health, education, and nutritional outcomes. The research questions presented in this section focus on the systems required to leverage resources and improve the sustainability, effectiveness, and overall impact, both short and long-term, of school meal programs.

Key Questions:

1. What are the key institutions (i.e. international, national, provincial/district and local stakeholders) and governance structures required to effectively deliver, implement, and sustain school meal interventions? What relationship structures among these institutions yield the most successful and effective school meal programs?

2. What community-level systems of governance and management are required for the successful implementation and sustainability of school meal programs?

3. Which components of school meal programs, including food production, procurement, and preparation of meals, are the most sustainable in terms of operational efficiency and why? Does the cost-effectiveness of these programs change over time and if so, how and why?

4. What variables impact the resiliency of school meal program community support systems and in what ways?

5. What types of incentives (and in which contexts) are the most effective at securing local or national government investment into school meal programs? What are the barriers and challenges in securing investment?

6. What are the most effective methods for ensuring food safety within school meal programs taking into consideration the different systems of national, regional, local and community governance?

7. What aspects of school meal interventions are the most sensitive to internal and external system pressures? For example, internal pressures may include changes in policy related to human resources and external pressures may include fluctuations in local agriculture commodity prices. Moreover, are there combinations of interventions that are more or less resilient to these pressures?

8. What are the most successful policies affecting the success of school meal programs, and what are the necessary conditions for these policies to be implemented and to be effective?

9. In what ways do school meal programs impact health equity in terms of poverty, gender, or geography?

10. How do health and educational outcomes linked to school meal programs differ in rural versus urban school settings?

Eduction/Literacy Evidence Gaps

Existing literature on educational outcomes linked to school meals indicate a significant correlation between school meals and positive impacts on school participation, measured through attendance and enrollment. Research has also shown a greater effect on girls. The evidence correlating school meals, cognitive function and learning achievement is more limited, with some indication that there is little to no effect across the combined school meal interventions of in-school meals and take-home rations. However, the provision of take-home rations correlated with a greater effect on educational outcomes than the in-school provision of food. Generally, learning takes longer to materialize and observe through the limited short-term studies available. In addition, the achievement pathway for learning may be less direct than school participation because of the dependence on education quality. In terms of cognitive development, studies are limited primarily to memory outcomes, with evidence lacking related to verbal fluency and reasoning.

There are multiple ways to increase student attendance with school meals being just one.[89] The complexity of interactions when measuring educational outcomes of school aged children is evident and the literature suggests that school meals may be one valuable tool in a range of instruments to achieve a more effective education system. For example, the literature indicates school meal programs may be more effective if combined with quality education programs, including an appropriate curriculum, quality teachers, high teacher to student ratios, and suitable textbooks. Further, for optimal results, school meals and quality education systems may need to

[89] Sarah W. Adelman, Daniel O. Gilligan, and Kim Lehrer (2008). How effective are food for education programs? : a critical assessment of the evidence from developing countries. Food policy review vol. 9

be implemented in combination with supplementary services such as health and nutrition interventions.

A solid understanding of the desired intermediary outcomes and community context is essential in the selection of an intervention or combination of interventions and in the interpretation of evaluation results.[90] For example, the impact of school meals is larger when school participation rates are low and nutritional deficits are high. However, if school attendance is already satisfactory and nutritional deficits are high, a health intervention providing nutritional supplements may be a more cost-effective way to address nutritional deficiencies. Additionally, if poor school performance is attributed to poor quality instruction and/or a lack of teaching resources, interventions that directly target school quality and instruction may be more effective at achieving educational improvements.

Researchers consulted during the development of this Learning Agenda agreed on several additional educational outcomes linked to school meal programs or interventions supplementing school meals. For example, providing breakfast or mid-morning meals produces better student concentration than just the provision of lunch. Also, access to light and reliable electricity is linked to improved school performance. In addition, school enrollment is positively impacted by better, more reliable teacher housing, as well as interventions designed to improve safety and security, like improving transportation or providing separate latrines for students and teachers by gender. Finally, according to researchers there is discussion in the literature on the importance of the language of instruction and the provision of culturally appropriate learning materials. However, there is still debate surrounding the right context for its implementation or the right combination with other interventions.

The research questions listed below were designed first and foremost to address issues of effectiveness. In addition, there are two other important research domains: (1) process and context evaluations that provide qualitative data to answer the ‘why’ and ‘how’; and (2) economic evaluation data that provides critical evidence on cost-effectiveness, cost-benefit, and value for money. In order to avoid repetition, each question outlined below would also include a qualitative research component, and when applicable, an economic evaluation component.

Key Questions:

1. In what ways do the combination of school meal interventions and educational interventions improve education and literacy levels? How can these combinations improve cost-effectiveness?

[90] Sarah W. Adelman, Daniel O. Gilligan, and Kim Lehrer (2008). How effective are food for education programs? : a critical assessment of the evidence from developing countries. Food policy review vol. 9

2. What school meal modality (breakfast, lunch, snack, or a combination thereof) is the most effective at improving immediate outcomes, such as attendance or concentration, versus longer-term outcomes, such as cognitive development or learning achievement?

3. How do educational outcomes linked to school meal interventions among preschool children compare with the impacts among primary school aged children? What factors affect any differences in outcomes?

4. What are the differences in educational outcomes from school meal programs between children from families living below the national poverty line and those above the poverty line?

5. What are the differences in educational outcomes from school meal programs between malnourished or undernourished children and those who are not?

6. What are the long-term impacts of school meals on economic productivity and well-being into adulthood?

7. In what ways do school meal interventions impact the resources of teachers, such as classroom time, teacher incentives, and teacher capacity?

8. What is the impact on educational outcomes of school meal program interventions that require teachers to deliver health and nutrition curriculum, or training in a school setting, in addition to the standard academic curriculum?

Health Evidence Gaps

This Learning Agenda considers both the physical health, as well as educational outcomes of school-age children. Specific emphasis is given to linking the health implications of malaria, deworming, and water, sanitation, and hygiene (WASH) interventions with educational outcomes and school meal programs. Preventable diseases like malaria contribute to significant declines in school attendance. Malaria alone is estimated to account for 13-50 percent of school days missed per year.[91] Prevention activities delivered in school settings, such as the distribution of bed nets and education on malaria risk factors, symptoms, and treatment have been very successful at decreasing malaria rates. Other preventative interventions, such as human immunodeficiency virus (HIV) education among school-age children, have also contributed to a decrease in high burden diseases such as HIV and tuberculosis. The delivery of common disease treatments in a school setting has proven to have high levels of acceptability by students, parents, and teachers, to be efficient to administer, and cost-effective. A review of relevant literature

[91] UNICEF and WFP (2005). The Essential Package: Twelve Interventions to Improve the Health and Nutrition of School-Age Children.

indicates that malaria treatment positively correlates with increased math and language test scores of school children, with chloroquine treatment demonstrating the greatest impact.

According to the World Health Organization (WHO) and the United Nations International Children's Emergency Fund (UNICEF), more than 32 percent of the world's population (2.4 billion people) in 2015 still lack access to improved sanitation facilities, and 663 million people still use unimproved drinking water sources.[92] The United Nations estimates that more than 340,000 children under five (almost 1,000 per day) die annually from diarrheal diseases due to poor sanitation, poor hygiene, or unsafe drinking water. In addition to saving lives, research has shown that WASH interventions positively correlate with improved educational outcomes such as increased enrollment and reduced school absences and dropouts, particularly among girls. Further, research shows that these positive outcomes result from a combination of all WASH interventions, including hand washing, water quality, water supply, and sanitation as opposed to a subset of WASH interventions with water supply a determining factor in success. The impact of WASH programs on student health is less understood and little is known about the sustainability of school-based WASH programs.

Stunting is a condition that affects an estimated 171 million children (167 million in developing countries). Globally, childhood stunting decreased from 39.7 percent in 1990 to 26.7 percent in 2010. In Africa, stunting has remained relatively consistent since 1990 (approximately 40 percent) and little improvement is anticipated.[93] Stunting starts before birth and is caused by many factors including poor maternal nutrition, poor meal practices, poor food quality, and frequent infections that can slow down growth.[94] Given that many school age children are stunted when they start school, and stunting cannot be reversed, school meal programs have limited value at increasing growth. However, little is known about the effect of school meals in combination with health interventions that can decrease infections (i.e. deworming) on mitigating stunting during the second growth spurt that occurs in adolescence.

Over 270 million preschool-age children and over 600 million school-age children live in areas where soil-transmitted helminthes caused by parasitic worms are intensively transmitted, and are in need of treatment and preventive interventions. Deworming programs are relatively easy to implement in school settings. Teachers need only a few hours of training to understand the rationale for deworming, to learn how to give out the pills, and how to keep a record of their distribution.[95] Although deworming outcomes in school settings are based on a limited number of countries, indications are that it has minimal impact on school attendance. However, the limited research does indicate some impact on improving weight, physical well-being, and

[92] United Nations (2015). The Millennium Development Goals Report 2015; United Nations: New York, NY, USA.

[93] Onis M, Blössner M, Elaine Borghi (2012). Prevalence and trends of stunting among preschool children, 1990–2020. Public Health Nutrition, vol 15, issue 1, Jan 2012.

[94] http://data.unicef.org/nutrition/malnutrition.html

[95] Deworm the World (2010). School-Based Deworming: A Planner's Guide to Proposal Development for National School-Based Deworming Programs.

cognition. Further research is needed on the effectiveness of deworming interventions in various prevalence settings and on the cost-benefit of deworming at various prevalence levels.

The various combinations of health treatment and prevention interventions coupled with school meals are largely known to be effective in achieving program outcomes of increased student attendance and enrollment. However, the most cost-effective combinations and frequency across various socio-economic and age groups are less understood. Moreover, the long-term impacts on literacy and cognition are uncertain.

Key Questions:

1. Which combination of school meal programs and disease treatment (i.e. malaria) and/or prevention interventions (i.e. diarrheal illnesses) reduce and/or prevent health related absences?

2. What are the impacts of using local health resources (i.e. local community nurses) to deliver health interventions through school meal programs?

3. How does the provision of public health training and services to children in a school setting compare with other avenues of similar service delivery in terms of health outcomes and behavior change? What are the specific variables that affect the differences in outcomes?

4. What systems of community health care governance are the most effective at sustaining the delivery of health interventions through school meal programs?

5. How do WASH programs impact learning and literacy outcomes?

6. What are the impacts of providing WASH infrastructure for adolescent girls and what are the best ways to quantify these impacts?

7. What are the best practices in sustaining WASH interventions delivered through a school meal programs? What are effective exit strategies used by programs to ensure sustainability after donor funding has been removed?

8. Over the long-term (greater than two years), how effective are deworming interventions, in combination with school meals in mitigating stunting during the second growth spurt occurring in adolescence?

9. What is the effect of school meals on the growth of school-age children who are malnourished compared to adequately nourished children?

10. What intergenerational effects (i.e. low birth weight) do school meal programs have on the children of females who were enrolled in school meal programs?

11. What are the priority health interventions that are required to meet specific program outcomes? For example, if an outcome of a school meal program is to increase the body mass index (BMI), what are the necessary health interventions that must be in place to achieve this outcome?

Nutrition Evidence Gaps

The McGovern-Dole program results framework recognizes that improved nutrition and knowledge of nutrition will support the ultimate objective of improving literacy in school-age children by reducing health related absences and improving attendance. A recent analysis of school meal programs by the World Food Programme (WFP) recommended fortified foods as a routine part of school-based programs.[96] The WFP made clear that a major gap in the evidence is identifying the operational challenges and facilitators of success associated with delivering micronutrient programs in school settings (versus health care settings).[97]

A substantial gap remains in the evidence about micronutrient supplementation among children beyond the common "first thousand days." Justifiably, nutritional interventions have focused on ensuring that pregnant women, infant, and young children during the first two-year postpartum period, receive essential micronutrients. There is a lack of evidence of the cost-effectiveness of micronutrient supplementation delivered through school settings for older school children (ages 15 and older), and for girls of reproductive age. However, there are other specific nutrition benefits that deserve a more in-depth examination to determine what impacts beyond school attendance that nutrition may have on literacy and education. For example, there is a direct relationship between the intake of micronutrients and student energy levels. However, there may be a lack of reliable research on the effectiveness of blended fortification and how effective, iron supplements may be in impacting cognition or psychomotor skills. There is also no consistent measure to determine the efficiency and effectiveness of school meal programs on the delivery of micronutrients. In addition, the long-term benefits and cost-benefit return of fortification versus supplementation are less understood in the context of improved education and health status.

Key Questions:

1. What are the immediate and long-term effects on health outcomes as a result of improved nutrition between fortified school meals versus unfortified school meals?

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[96] World Food Programme (2013). State of School Feeding Worldwide.
[97] World Food Programme (2013). State of School Feeding Worldwide.

2. What is the effect of school based micronutrient supplementation and/or fortification on long-term educational outcomes such cognition and knowledge acquisition?

3. How effective are school based micronutrient supplementation interventions at preventing and/or decreasing health related absences?

4. How are nutritional outcomes affected by different food sourcing modalities of school meal programs? Outcomes to consider may include iron deficiency, body mass, and other measurements or behavior changes related to nutritional intake and dietary diversity.

5. What are the most effective pedagogical approaches to teaching nutrition through school meal programs and to what age group?

6. How does the provision of nutritional training to children in a school setting compare with other avenues of similar behavior change interventions in terms of nutritional outcomes? What are the specific variables that affect the differences in outcomes?

Agriculture Evidence Gaps

Food sourcing is a crucial element of school meals, both as a program input and as an area of potential economic outcomes relevant to local communities. There has not been extensive research on the impact of locally sourced and produced food, not only as it relates to nutrition and education, but also in terms of sustainability and the impact on the local agricultural production systems and markets. Similarly, the impact of school meal programs on government policies surrounding subsidies, supporting infrastructure, food diversity, and the structure of social safety nets are areas for further examination.

It is well established that school meal activities greatly benefit from private sector involvement. As far back as 2003, the WFP stated that active private-sector involvement had greatly helped develop capacity and expertise among key political and economic leaders.[98] The WFP stated that the early involvement of the private sector into school meal programs was critical to success and sustainability. However, the WFP also stated that more studies were needed in order to monetize the value of the private sector contribution or generate return on investment (ROI) data in order to incentivize the private sector.[99]

[98] World Food Programme (2003). Exit Strategies for School Feeding: WFP's Experience.
[99] World Food Programme (2003). Exit Strategies for School Feeding: WFP's Experience.

Global and regional partnerships have emerged that are attempting to link a broad array of actors to strengthen ties between the health, education, and production or supply aspects of school meal programs. These include national governments and international agencies like the World Bank, UN Food and Agriculture Organization (FAO), the Global Partnership for Education, and WFP. For example, the Bill and Melinda Gates Foundation has supported a "structured demand" model based on a theory of change that large, predictable sources of demand, such as school meal programs, can be linked to small farmers as a way to encourage improvements to local agricultural production systems, increase quality and incomes, and reduce risk.[100] One well-known example of such a model is Home-Grown School Feeding (HGSF), but others exist including local and regional food aid procurement (McGovern-Dole), and in India, the Public Distribution System (PDS). Studies of these systems focus on impacts on local pricing, the importance of local market analysis, and benefits to commercial food traders or middlemen.[101] For example, a study of HGSF in Kenya suggests that one pitfall is the overall production capacity of local systems. Often schools are located in areas not equipped with agricultural production resources, so care must be taken that systems have adequate support from local and national leadership and have ways to monitor issues related to corruption or market favoritism that can disrupt the fabric of the safety net, in this case school meals.[102]

The following questions explore gaps in these aspects of school meal programs relative to food sourcing and agricultural production.

Key Questions:

1. How do the impacts of local procurement models and other community and nationally sourced models compare with those that rely on international food sources?

2. How can a combination of local procurement during harvest time be supplemented with international food aid to promote locally and/or nationally sustainable school meals programs?

3. What are the long-term impacts (five or more years) of school meal programs on local agriculture production and food safety and what variables affect these changes?

4. What long-term impacts do school meal programs have on local agriculture markets, employment, and infrastructure development, given the potential for a sustained and predictable demand?

5. What kinds of partnerships with the private sector and/or host country governments are the most effective at ensuring program sustainability? Among successful partnerships, who are

[100] Simon McGrath and Qing Gu (2015). Routledge Handbook of International Education and Development.
[101] Christopher Coles (2013). What is Known About the Impacts of Structured Demand Activities on Resilient food Systems?
[102] Nica Langinger (2011). School Feeding Programs in Kenya: Transitioning to a Homegrown Approach.

the key players and what are their roles? In what contexts do private sector and/or government partnerships work best and which contexts may be more challenging?

6. In what ways does the additional demand of school meals impact decision making on agricultural policies related to subsidies and the promotion of diversity in production?

Sustainability

A common and overarching thread linking gaps in research and evidence across all of the sectors discussed in this Learning Agenda is the issue of sustainability of school meal programs and outcomes. While several research questions presented here directly and indirectly seek to address sustainability, it is important to recognize that there are many layers to and definitions of the term. Topics related to sustainability discussed above include policy level decision-making, programmatic efficiency, and cost-effectiveness. There is no common measurement for the level of sustainability of school meal programs because the term itself can be applied to these and other layers of programming. For example, sustainability in the context of school meal programs might refer to funding and political support from a partner government with the aim of operating programs after donor support has ended. Or it might be specifically focused on the local sourcing of food to help maintain the necessary supply chain. Additionally, sustainability may be defined by the longevity of observable outcomes and benefits of the program. Sustainability may even refer to the level of inclusiveness required to gain momentum and support at the local and community levels. All of these nuances cut across the sectors presented here in which researchers and implementers attempt to measure the outcomes and impacts of school meal interventions. While this Learning Agenda cannot define and differentiate all of these perspectives on sustainability, an attempt has been made to incorporate the most important or relevant issues of sustainability into the selection of questions presented.

APPENDIX K – Glossary of Terms

- **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 Resilience:** The capacity of a community, program, or natural environment to prevent, withstand, respond to, and recover from a disruption.
- **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.
- **Custom Indicators:** Additional performance indicators which 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 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:** 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 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.
- **Legal Signatory**: Person in the entity or organization responsible to sign the agreement contract or other legal document with the USDA.
- **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:** 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:** 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:** 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 Results Framework:** 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:** Person(s) authorized by the participant organization to create Food Aid proposals and manage signed Food Aid agreements.

- **Project-level Results Framework:** A graphical representation of the linkages between activities and results, which lead to the achievement of a highest level result.
- **Randomized Control Trial:** 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:** A results framework should illustrate how results contribute toward the highest level result strategic objective.
- **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 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.
- **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:** 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.
- **Wasting:** Based on World Health Organization (WHO) growth standards, it is considered a measure of moderate malnutrition based on low weight-for-height. If not treated, it can progress towards severe acute malnutrition (severe wasting).

APPENDIX L - USDA Standard Terms and Conditions for Public International Organizations

I. CONTROLLING LANGUAGE

All award documents, to include progress and financial reports, must be in the English language and in terms of U.S. dollars, including correspondence and supporting documents. If an award or any supporting documents are provided in both English and a foreign language, it must be stated in each version that the English language version is the controlling version.

II. FOREIGN AGRICULTURAL SERVICE (FAS) RESPONSIBILITIES

The *Deputy Administrator (DA)* of USDA's FAS/Office of Capacity Building and Development (OCBD) or his/her designee is responsible for all actions on behalf of FAS, including entering into, changing, or terminating an award. Except as otherwise provided in the Agreement, the DA is responsible for administrative coordination and liaison with the RECIPIENT. Except as otherwise provided in the Agreement, the DA is the only person authorized to approve changes in any of the requirements in the award. Except as otherwise provided in the Agreement, in the event the RECIPIENT effects any change at the direction of any person other than the DA, the change(s) will be considered to have been made without authority and no adjustment will be made in the amount of the award to cover any increase in costs incurred as a result thereof.

III. RECIPIENT RESPONSIBILITIES AND COMPLIANCE

The RECIPIENT is responsible for notifying FAS of any significant problems relating to the `administrative, programmatic or financial aspects of the award.

The RECIPIENT has full responsibility for the management of the project or activity supported under the award and the award terms and conditions. Although the RECIPIENT is encouraged to seek the advice and opinion of the FAS Program Manager (PM) or FAS' Grants Management Officer (GMO) on special problems that may arise, such advice does not diminish the RECIPIENT's responsibility for making prudent and sound administrative judgments under the circumstances prevailing at the time the decision was made and should not imply that the responsibility for operating decisions has shifted to FAS.

IV. UNIVERSAL IDENTIFIER AND SYSTEM FOR AWARD MANAGEMENT REQUIREMENTS

Requirement for System for Award Management

Unless you are exempted from this requirement under 2 CFR 25.110, you as the recipient must maintain the currency of your information in the SAM until you submit the final financial report required under this award or receive the final payment, whichever is later. This requires that you review and update the information at least annually after the initial registration, and more frequently if required by changes in your information or another award term.

2) Requirement for unique entity identifier

If you are authorized to make subawards under this award, you:

Must notify potential subrecipients that no entity (*see* definition in paragraph C of this award term) may receive a subaward from you unless the entity has provided its unique entity identifier to you.

May not make a subaward to an entity unless the entity has provided its unique entity identifier to you.

3) Definitions: For purposes of this award term:

System for Award Management (SAM) means the Federal repository into which an entity must provide information required for the conduct of business as a recipient. Additional information about registration procedures may be found at the SAM Internet site (currently at *http://www.sam.gov*).

Unique entity identifier means the identifier required for SAM registration to uniquely identify business entities.

Entity, as it is used in this award term, means all of the following, as defined at 2 CFR part 25, subpart C:

A Governmental organization, which is a State, local government, or Indian Tribe;

A foreign public entity;

A domestic or foreign nonprofit organization;

A domestic or foreign for-profit organization; and

A Federal agency, but only as a subrecipient under an award or subaward to a non- Federal entity.

Subaward:

This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.

The term does not include your procurement of property and services needed to carry out the project or program.

A subaward may be provided through any legal agreement, including an agreement that you consider a contract.

Subrecipient means an entity that:

Receives a subaward from you under this award; and

Is accountable to you for the use of the Federal funds provided by the subaward.

V. CONFIDENTIALITY OF INFORMATION

a. Confidential information, as used in this Provision, means:

Information or data of a personal nature about an individual.

Information or data submitted by or pertaining to an institution or organization.

Product and/or commercial information; trade secret information; personal privacy information; and/or RECIPIENT's internal, pre-decisional information.

The Information generated in the performance of activities under this award are subject to RECIPIENT's rules including any established administrative, technical, and physical safeguards to protect the security and confidentiality of personal information, as laid down, inter alia, in the confidentiality Policy of the RECIPIENT.

FAS and the RECIPIENT may, by mutual consent, identify elsewhere in this award specific information and/or categories of information which the Government will furnish to the RECIPIENT which is confidential.

VI. ADMINISTRATIVE AND ALLOWABLE COST REQUIREMENTS:

All RECIPIENTs shall comply with the following terms and conditions unless otherwise specified in the USDA-WFP Framework Agreement.

The principal investigator(s) or project director(s) shall receive a copy of the terms and conditions, including the award-specific requirements, and any subsequent changes in the terms and conditions.

The appropriate RECIPIENT officials shall be made aware of the terms and conditions. These terms and conditions may be duplicated, copied or otherwise reproduced as appropriate.

This provision does not alter the RECIPIENT's full responsibility for conduct of the project and compliance with all terms and conditions.

VII. MANDATORY DISCLOSURE

In the event the RECIPIENT and/or Sub RECIPIENTs become aware of violations of criminal law involving fraud, bribery, or illegal gratuities potentially affecting the Federal award, this information will be brought to the attention of the appropriate official [FAS Deputy Administrator, with a copy to the Program Manager and Grants Management Officer] in writing in a timely manner.

In the event that the RECIPIENT and/or Sub RECIPIENT has not complied with the requirements of this section, FAS may take remedial measures as necessary, including suspension or termination in whole or in part of the Federal award.

VIII. PRIOR APPROVAL REQUIREMENTS

The RECIPIENT must submit all requests, in writing to FAS through the Program Manager, before the project period end date indicated on the award. **Written prior approval, by way of amendment, is required for:**

Change in the scope or the objective of the project or program (even if there is no associated budget revision requiring prior written approval).

Additional Federal funding.

Extension of the period of performance.

Transfers of funds between direct cost categories in the approved budget when such cumulative transfers among those direct cost categories exceed ten percent of the total budget approved in this Award require prior written approval by FAS.

Unless described in the application and funded in the approved award, the sub-award, transfer or contracting out of any work under an award.

The RECIPIENT is not authorized at any time to transfer amounts budgeted for direct costs to the indirect costs line item or vice versa, without prior written approval of FAS

IX. UNALLOWABLE COSTS

“Unallowable costs” means general or centralized expenses directly invoiced under this award, as follows:

(a) Alcoholic Beverages. Costs of alcoholic beverages.
(b) Bad Debt. Bad debts, including losses (whether actual or estimated) arising from uncollectible accounts and other claims, related collection costs, and related legal costs.
(c) Contingencies. Contributions to a contingency reserve or any similar provision made for events the occurrence of which cannot be foretold with certainty as to time, intensity, or

with an assurance of their happening, are unallowable. The term "contingency reserve" excludes self-insurance reserves; pension funds; and reserves for normal severance pay.

(d) Contributions (to other entities). Contributions and donations by the RECIPIENT to others.

(e) Entertainment. Costs of amusement, diversion, social activities, ceremonials, and costs relating thereto, such as meals, lodging, rentals, transportation, and gratuities. (M&IE and lodging are allowed when explicitly specified in the agreement to achieve project goals).

(f) Goods or services for personal use. Costs of goods or services for personal use of the RECIPIENT's employees are unallowable regardless of whether the cost is reported as taxable income to the employees.

(g) Expenditures, such as incorporation fees, brokers' fees, fees to promoters, organizers or management consultants, attorneys, accountants, or investment counselors, whether or not employees of the RECIPIENT, in connection with establishment or reorganization, are unallowable except with prior approval of the awarding agency.

Generally, the purchase of equipment and property is unallowable unless the Notice of Award authorizes the purchase of such items.

X. INDIRECT COSTS

Indirect costs will not be allowable charges against this Agreement unless specifically included as a line item in the approved budget for this award. Indirect cost recovery for any actual indirect costs incurred by the Recipient which are greater than the indirect cost line item in the approved award budget is limited up to the award amount.

XI. PAYMENTS UNDER THE AWARD

Payment methods shall minimize the time elapsing between the transfer of funds from FAS and the issuance or redemption of checks, warrants, or payment by other means by the RECIPIENT. Approval of payment requests will be based on the RECIPIENT's progress towards achieving the award objectives, the amount of unexpended cash on-hand as reported in the SF-425 and SF-270, and the RECIPIENT's adherence to the terms and conditions of the award, particularly in terms of timely submission of required financial, program and other reports. Delinquency in submitting reports may result in payment delays.

Third party in-kind contributions and voluntary committed cost sharing, if applicable, must be displayed as separate line item and shall not be included in the total project costs available for advance of funds or reimbursement. This information will be reported upon on the SF-425.

Request for payment shall be submitted as needed on Standard Form SF-270, Request for Advance or Reimbursement. In no case shall the RECIPIENT submit an invoice more than monthly or less frequently than annually (when work was performed within the budget period). Payment request must comply or otherwise be consistent with award terms and conditions. Failure to provide timely performance progress and financial reports may result in a delayed payment. The RECIPIENT must retain adequate documentation supporting the payment request, (e.g. contracts, timesheets, invoices, etc.) and provide upon FAS', or its designee's request.

The payments under this Agreement shall be made in United States Dollars.

Interest earned amounts up to $500 per year may be retained for administrative expense. Any additional interest earned on Federal payments deposited in interest-bearing accounts must be remitted annually to FAS.

XII. PRE-AWARD COSTS

Pre-award costs are authorized with prior written approval. FAS will reimburse the RECIPIENT for any approved costs incurred prior to the beginning date of the period of performance for the award and a signed award by the Deputy Administrator responsible for administering the funds.

XIII. REPORTING REQUIREMENTS

Performance progress and financial reports shall be submitted as discussed within your Notice of Award. These reports shall be submitted with any non-competitive continuation application of the RECIPIENT.

Requests for extensions of reporting deadlines may be granted by the Program Manager when the report(s) cannot be furnished in a timely manner for reasons legitimately beyond the control of the RECIPIENT.

FAILURE TO COMPLY WITH THE REPORTING REQUIREMENTS MAY

JEOPARDIZE ELIGIBILIY FOR FUTURE AWARDS OR WILL RESULT IN

SUSPENSION OF ANY FUTURE PAYMENTS UNDER THIS AWARD UNTIL SUCH TIME AS THIS DEFICIENCY HAS BEEN CORRECTED.

Report Formats:

Financial Status Reports must be submitted via the Standard Form (SF) 425 – Federal Financial Report (FFR) and be signed by the RECIPIENT's certified financial officer.

Final Reports:

The RECIPIENT must submit a final Financial Status Report and a final Performance Progress Report within 180 calendar days of the end of the period of performance delineated in the award.

If any property or equipment is acquired under the award proper disposition of the property or equipment must be completed. An extension to submit final reports later than stated above, may be requested 45-days in advance from the end of the performance period and may be granted on a case-by-case basis.

In summary, closeout procedures require:

submission by the grant Recipient of final financial and program reports within one hundred eighty days (180) calendar days after the project period end date or the date specified in the Agreement, whichever is less;

reconciliation of all cost or expenditure discrepancies;

prompt payment of allowable costs;

immediate collection of any unexpended funds or disallowed costs;

de-obligation of excess funds; and

disposition of property and/or equipment acquired under the award.

Sub-RECIPIENT Reporting Requirements:

The FAS requires each RECIPIENT to set its own sub-RECIPIENT reporting requirements. RECIPIENTs are responsible for monitoring sub-RECIPIENT activities and training needs, tracking progress toward objectives, and identifying challenges. Sub-RECIPIENTs must adhere to the reporting requirements outlined and communicated by its RECIPIENT for the program year.

Annual Reconciliation of Continuing Assistance Awards:

FAS and the RECIPIENT must reconcile continuing awards at least annually and evaluate program performance and financial reports. Items to be reviewed include a comparison of the RECIPIENT's work performance to its progress reports and project expenditures

XIV. CONFLICT OF INTEREST AND FEDERAL ASSISTANCE AWARDS

The RECIPIENT must maintain written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award and administration of sub-awards and sub-contracts.

XV. RETENTION AND ACCESS REQUIRMENTS FOR RECORDS

The RECIPIENT must maintain financial records, supporting documents, statistical records, and all other records pertinent to an award for a period of three years from the date of submission of the final expenditure report. For awards that are renewed quarterly or annually, the retention period is from the date of the submission of the quarterly or annual financial report as authorized by the Department. The Department must request transfer of certain records to its custody from RECIPIENTs when it determines that the records possess long-term retention value. However, in order to avoid duplicate recordkeeping, FAS may arrange for RECIPIENTs to retain any records that are continuously needed for joint use.

XVI. BLOCKING PROPERTY AND PROHIBITING TRANSACTIONS WHO COMMIT, THREATEN TO COMMIT, OR SUPPORT TERRORISM

Certain individuals and entities that commit or pose a significant risk of committing terrorist acts and authorized the Secretary of State to designate additional individuals and entities.

The Order also authorized the Secretary of the Treasury to designate additional individuals and entities that provide support or services to, are owned or controlled by, act for or on behalf of, or are "otherwise associated with," an individual or entity who has been designated in or under the order. All property and interests in property of the individual or entity in the United States or in the possession or control of United States persons are blocked. The order prohibits all transactions and dealings in blocked property or interests in the United States or by United States persons, and also prohibits transactions with, and provision of support for, individuals or entities listed in or subject to the Order.

Recipients should be aware of Executive Order 13224 and the names of the individuals and entities designated thereunder. A list of these names can be found in the exclusions section of the SAM.gov. The web site is: http://www.sam.gov.

Recipients are reminded that the terms of this award prohibit transactions with, and the provision of resources and support to, individuals and organizations associated with terrorism. It is the legal responsibility of the Recipient/contractor to ensure compliance with the terms and conditions of this award.

XVII. COPYRIGHTS and PUBLICATION FOR PROFESSIONAL AUDIENCES

The RECIPIENT shall hold copyright in any work that is subject to copyright and that was developed, or for which ownership was acquired, pursuant to any grants from USDA. The Parties may agree on additional provisions concerning intellectual property rights in project outputs developed by the RECIPIENT on individual projects funded by USDA. Such additional provisions will be incorporated in the Grant document and/or related Grant Letter of Agreement or cover letter applicable to the grant in question. The United States Government reserves a royalty-free, nonexclusive, and irrevocable right to reproduce, publish, translate or otherwise use, and to authorize others to use, for Federal Government purposes, any rights of copyright to which a RECIPIENT, sub-RECIPIENT, or contractor purchases ownership with assistance support.

a. If the RECIPIENT finds it is appropriate to acknowledge USDA's contribution in any publications, media releases, or electronic or print material developed or produced pursuant to this Agreement, the RECIPIENT will seek FAS' authorization before releasing any such acknowledgments.

b. If it is the RECIPIENT's intention to identify USDA's contribution to any publication, video, graphic artwork, or other information/media product resulting from this award, the product shall state that the views expressed by the author(s) do not necessarily reflect those of USDA. Acknowledgements should identify the sponsoring FAS office and bureau or mission as well as the following:

"This publication, video or other information/media product (specify) was made possible through support provided by the United States Department of Agriculture's Foreign Agricultural Service. The opinions expressed herein are those of the author(s) and do not necessarily reflect the views of the Government of the United States, USDA or the Foreign Agricultural Service."

c. The RECIPIENT shall provide FAS with one copy of all published works developed under this award and with lists of other written work produced under this award.

d. The results of the Project, in whatever form, shall be the sole property of the RECIPIENT. Subject to the rights of third parties, and subject also to the rules and policies of the RECIPIENT.

e. *Seal/Logo.* Neither the RECIPIENT nor USDA will have the right to use the logo or official seal of the other party without express written permission.

XVIII. PROHIBITION AGAINST ASSIGNMENT

Notwithstanding any other provision of this award, the RECIPIENT shall not transfer, pledge, mortgage, or otherwise assign this award, or any interest therein, or any claim arising thereunder, to any party or parties, bank trust companies, or other financing or financial institutions.

XIX. OFFICIALS NOT TO BENEFIT

No member of or delegate to Congress or resident Federal Commissioner shall be admitted to any share or part of this award or any benefit that may arise there from; but this provision shall not be construed to extend to this award if made to a corporation, education, or non-profit institution for its general benefit.

XX. NOTIFICATION OF AWARD FOR SIMILAR PROGRAM

The RECIPIENT shall immediately provide written notification to FAS in the event that, subsequent to this award, other voluntary contributions from governments and/or U.S. Government financial or grant assistance is received relative to the program of activities under this award.

XXI. LOBBYING RESTRICTION

For persons entering into a grant or cooperative agreement over $100,000, the Recipient certifies, to the best of his or her knowledge and belief, that:

No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal Cooperative Agreement, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the Recipient shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

The Recipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all Recipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

XXII. AUDIT

All financial accounts and statements shall be expressed in United States Dollars and shall be subject exclusively to the internal and external auditing procedures laid down in the Financial Regulations, Rules and directives of WFP, in conformity with the single audit principle observed by the United Nations system as a whole.

Should an audit report of the External Auditor of WFP to its Governing Bodies contain observations relevant to the activities under this Agreement, WFP shall make available to FAS a copy of such a report, together with WFP’s comments thereon.

XXIII. TRAVEL

All Federal Government-financed international air transportation must be accomplished by U.S. Flag air carriers or U.S. code sharing to the extent that service by those carriers is available. These circumstances are outlined below:

The United States – European Open Skies Air Transport Agreement (U.S.-E.U. Open Skies Agreement) is a bilateral/multilateral agreement that allows federal funded transportation services to use foreign air carriers under specific circumstances.

The modified agreement allows travelers to:

Use EU carriers if the travelers are not eligible to use City Pair Fares.

Use EU carriers between points in the United States and points OUTSIDE of the EU when there is no City Pair Fare on the route or the traveler is not eligible to use the fare. In essence, this allows travelers to compare costs and select between an EU and U.S. flag carrier when the flight originates, arrives in, or stops in any of the EU countries.

XXIV. EVALUATION AND SITE VISITS

FAS may, separately or jointly with other donors, take the initiative to evaluate and assess whether the programme activities have achieved their objectives, and determine the outcomes, impact and relevance of the interventions funded by this award. The RECIPIENT Office of Evaluation will be consulted on any proposed evaluation, specifically on the Terms of Reference for such evaluation, and irrespective of any participation by the RECIPIENT in an evaluation under this provision. The RECIPIENT may be invited to join such initiatives. The RECIPIENT will, upon request, assist in providing relevant information within the limits of its rules and regulations.

FAS, through its authorized representatives, has the right, at all reasonable times, to make site visits to review project accomplishments and to provide such technical assistance as may be required.

As part of any monitoring and program evaluation activities the RECIPIENT must permit FAS, upon reasonable notice, to interview the organization’s staff and clients regarding the program. Financial documentation must be made available for FAS to review upon request to determine that the funding provided is being maintained in accordance with WFP Financial Rules and Regulations, in separate accounts, and being expended in a manner that furthers the purpose and objectives of the specified Programme Agreement being reviewed.

Should any report of the WFP office of evaluation contain observations relevant to the activities under this Agreement then the RECIPIENT shall notify and make available to the Government of United States a copy of such a report, together with RECIPIENT’s comments thereon.

XXV. SUSPENSION OR TERMINATION

The RECIPIENT may unilaterally suspend implementation of Project activities under this Agreement in the event that force majeure seriously threatens the safety and security of workers on the site or makes continuation of Project activities and observation of minimum safety precautions impossible. The suspension can last for up to a third of the implementing period described in the detailed plan of work mutually approved by the Parties for the Project. In the event of such a suspension, the RECIPIENT shall resume implementation of the Project once circumstances allow. In case the suspension persists longer than a third of the mutually approved implementing period, the Agreement may be terminated by mutual agreement by the Parties.

The obligations assumed by the Parties under this Agreement shall survive the termination of the Agreement to the extent necessary to permit the orderly conclusion of activities, the withdrawal of personnel, funds and property, reports required under this Agreement, the settlement of accounts between the Parties hereto and the settlement of contractual liabilities that are required in respect of any personnel, subcontractors, consultants or suppliers. The RECIPIENT shall promptly remit any remaining funds after the settlement of accounts between the Parties to FAS.

The RECIPIENT may terminate their performance of a project in whole or in part. When both parties agree that continuation of the project would not produce results commensurate with further expenditure of funds or for any other reason, the award may be terminated by mutual consent. The RECIPIENT may terminate the project after the authorized representative advises the Grants Management Officer in writing; and concurrently sends a copy to the Program Manager. When FAS wishes to terminate a project, the Deputy Administrator will issue, in writing, a termination notice to the RECIPIENT's authorized representative. Within 30 days after receipt of a request by either party for termination by mutual agreement, the other party will provide an appropriate written response.

The two parties must agree upon the termination conditions, including the effective date, and, in the case of partial termination, the portion to be terminated. The RECIPIENT must not incur new obligations for the terminated portion after the effective date and must cancel as many outstanding obligations as possible. FAS will allow full credit to the RECIPIENT for the Federal Share of the obligations that cannot be cancelled properly incurred by the RECIPIENT prior to termination.

For Cause. FAS reserves the right to terminate the award in whole or in part at any time before the project period end date, whenever it is determined that the RECIPIENT has failed to comply with the conditions of the award. FAS must promptly notify the RECIPIENT in writing of the determination and reasons for the termination, together with the effective date. Payments made to RECIPIENT by FAS awards terminated for cause must be in accordance with the legal rights and liabilities of the parties.

Disputes: Any dispute between FAS and WFP arising out of the interpretation or execution of this Agreement shall be settled by mutual consultations in accordance with Article 12.9 of the

Framework Agreement and ARTICLE XXXI-PRIVILEGES AND IMMUNITIES of this document.

XXVI. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION

a. *Reporting of first-tier subawards.*

Applicability. Unless you are exempt as provided in paragraph d. of this award term, you must report each action that obligates $25,000 or more in Federal funds for a subaward to an entity (see definitions in paragraph e. of this award term).

Where and when to report.

You must report each obligating action described in paragraph a.1. of this award term to *http://www.fsrs.gov*.

For subaward information, report no later than the end of the month following the month in which the obligation was made. (For example, if the obligation was made on November 7, 2010, the obligation must be reported by no later than December 31, 2010.)

What to report. You must report the information about each obligating action that the submission instructions posted at *http://www.fsrs.gov specify.*

b. *Reporting Total Compensation of RECIPIENT Executives.*

Applicability and what to report. You must report total compensation for each of your five most highly compensated executives for the preceding completed fiscal year, if—

the total Federal funding authorized to date under this award is $25,000 or more;

in the preceding fiscal year, you received—

80 percent or more of your annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance (and subawards); and

$25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance; and

The public does not have access to information about the compensation of the executives through periodic reports. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at *http://www.sec.gov/answers/execomp.htm*.)

Where and when to report. You must report executive total compensation described in paragraph b.1. of this award term:

As part of your registration profile at https://www.sam.gov.

By the end of the month following the month in which this award is made, and annually thereafter.

c. *Reporting of Total Compensation of SUBRECIPIENT Executives.*

Applicability and what to report. Unless you are exempt as provided in paragraph d. of this award term, for each first-tier SUBRECIPIENT under this award, you shall report the names and total compensation of each of the SUBRECIPIENT's five most highly compensated executives for the SUBRECIPIENT's preceding completed fiscal year, if—

in the SUBRECIPIENT's preceding fiscal year, the SUBRECIPIENT received—

80 percent or more of its annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance (and subawards); and

$25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts), and Federal financial assistance (and subawards); and

ii. The public does not have access to information about the compensation of the executives through periodic reports. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at http://www.sec.gov/answers/execomp.htm.)

Where and when to report. You must report SUBRECIPIENT executive total compensation described in paragraph c.1. of this award term:

To the RECIPIENT.

By the end of the month following the month during which you make the subaward. For example, if a subaward is obligated on any date during the month of October of a given year (*i.e.*, between October 1 and 31), you must report any required compensation information of the SUBRECIPIENT by November 30 of that year.

d. *Exemptions*

If, in the previous tax year, you had gross income, from all sources, under $300,000, you are exempt from the requirements to report:

Subawards, and

The total compensation of the five most highly compensated executives of any SUBRECIPIENT.

e. *Definitions.* For purposes of this award term:

Entity means all of the following:

A Governmental organization, which is a State, local government, or Indian tribe;

A foreign public entity;

A domestic or foreign nonprofit organization;

A domestic or foreign for-profit organization;

A Federal agency, but only as a SUBRECIPIENT under an award or subaward to a non-Federal entity.

Executive means officers, managing partners, or any other employees in management positions.

Subaward:

This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the RECIPIENT award to an eligible SUBRECIPIENT.

The term does not include your procurement of property and services needed to carry out the project or program

A subaward may be provided through any legal agreement, including an agreement that you or a SUBRECIPIENT considers a contract.

SUBRECIPIENT means an entity that:

Receives a subaward from you (the RECIPIENT) under this award; and

Is accountable to you for the use of the Federal funds provided by the subaward.

Total compensation means the cash and noncash dollar value earned by the executive during the RECIPIENT's or SUBRECIPIENT's preceding fiscal year and includes the following:

Salary and bonus.

Awards of stock, stock options, and stock appreciation rights. Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.

Earnings for services under non-equity incentive plans. This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.

Change in pension value. This is the change in present value of defined benefit and actuarial pension plans.

Above-market earnings on deferred compensation which is not tax-qualified.

Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds $10,000.

XXVII. DRUG-FREE WORKPLACE

The Recipient will make a good faith effort, on a continuing basis, to maintain a drug-free workplace. As part of that effort, the Recipient will publish a drug-free workplace statement and provide a copy to each employee who will be engaged in the performance of any project/program that receives Federal funding. The statement must:

Tell the employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in its workplace;

Specify the actions the Recipient will take against employees for violating that prohibition; and

Let each employee know that, as a condition of employment under any instrument, he or she:

Must abide by the terms of the statement; and

Must notify the Recipient in writing if he or she is convicted for a violation of a criminal drug statute occurring in the workplace, and must do so no more than five calendar days after the conviction.

The Recipient agrees that it will establish an ongoing drug-free awareness program to inform employees about:

The dangers of drug abuse in the workplace;

The Recipient's policy of maintaining a drug-free workplace;

Any available drug counseling, rehabilitation and employee assistance programs; and

The penalties that the Recipient may impose upon them for drug abuse violations occurring in the workplace.

The policy statement and program must be in place as soon as possible, no later than the 30 days after the effective date of this Federal award, or the completion date of this Federal award, whichever occurs first, unless the Recipient obtains FAS' express written approval.

The Recipient agrees to immediately notify FAS if an employee is convicted of a drug violation in the workplace. The notification must be in writing, identify the employee's position title, the Recipient number of each instrument on which the employee worked. The notification must be sent to FAS within ten calendar days after the Recipient learns of the conviction.

Within 30 calendar days of learning about an employee's conviction, the Recipient must either:

Take appropriate personnel action against the employee, up to and including termination; or

Require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program.

XXVIII. RELIGIOUS PERSECUTION

The Recipient must ensure that its personnel take into account in their work the considerations reflected in the International Religious Freedom Act, 22 U.S.C. 6401, et al. concerning country- specific conditions, the right to freedom of religion, methods of religious persecution practiced in foreign countries, and applicable distinctions within a country between the nature of and treatment of various religious practices and believers.

XXIX. PROHIBITION ON ABORTION RELATED ACTIVITIES

The RECIPIENT agrees that none of the funds provided by this award shall be used to issue grant funds to lobby for or against abortion. The RECIPIENT agrees that none of the funds provided by this award shall be used to pay for the performance of abortion as a method of family planning or to motivate or coerce any person to practice abortions.

XXX. TRAFFICKING IN PERSONS

Trafficking in persons (as defined in the Protocol to Prevent, Suppress, and Punish Trafficking in Persons, especially Women and Children, supplementing the UN Convention against Transnational Organized Crime) represents a significant human rights concern to the United States and the international community. The recipient agrees not to engage in trafficking in persons during the performance of this agreement.

XXXI. PRIVILEGES AND IMMUNITIES

Any differences which may arise as to the interpretation, application or performance of this Agreement shall be governed by general principles of law, to the exclusion of any single national system of law, and will be settled by means of mutual consultations between USDA and WFP.

XXXII. DISCLAIMER

Nothing in the Agreement shall be deemed a waiver, expressed or implied, of any of the privileges and immunities accorded to WFP and the United States, its agencies, instrumentalities, and personnel pursuant to customary international law, and any other international agreement.

APPENDIX M – Standard Terms and Conditions for Foreign Organization

The United States Department of Agriculture (USDA)
STANDARD TERMS AND CONDITIONS FOR FOREIGN ORGANIZATIONS

I. CONTROLLING LANGUAGE

All award documents, to include progress and financial reports, must be in the English language and in terms of U.S. dollars, including correspondence and supporting documents. If an award or any supporting documents are provided in both English and a foreign language, it must be stated in each version that the English language version is the controlling version.

II. FOREIGN AGRICULTURAL SERVICE (FAS) RESPONSIBILITIES

The *Deputy Administrator (DA)* of USDA's FAS/Office of Capacity Building and Development (OCBD) or his/her designee is responsible for all actions on behalf of FAS, including entering into, changing, or terminating an award. Except as otherwise provided in the Agreement, the DA is responsible for administrative coordination and liaison with the RECIPIENT. Except as otherwise provided in the Agreement, the DA is the only person authorized to approve changes in any of the requirements in the award. Except as otherwise provided in the Agreement, in the event the RECIPIENT effects any change at the direction of any person other than the DA, the change(s) will be considered to have been made without authority and no adjustment will be made in the amount of the award to cover any increase in costs incurred as a result thereof.

III. RECIPIENT RESPONSIBILITIES AND COMPLIANCE

The RECIPIENT is responsible for notifying FAS of any significant problems relating to the `administrative, programmatic or financial aspects of the award.
The RECIPIENT has full responsibility for the management of the project or activity supported under the award and the award terms and conditions. Although the RECIPIENT is encouraged to seek the advice and opinion of the FAS Program Manager (PM) or FAS' Grants Management Officer (GMO) on special problems that may arise,

such advice does not diminish the RECIPIENT's responsibility for making prudent and sound administrative judgments under the circumstances prevailing at the time the decision was made and should not imply that the responsibility for operating decisions has shifted to FAS.

IV. UNIVERSAL IDENTIFIER AND SYSTEM FOR AWARD MANAGEMENT REQUIREMENTS

1) Requirement for System for Award Management

Unless you are exempted from this requirement under 2 CFR 25.110, you as the recipient must maintain the currency of your information in the SAM until you submit the final financial report required under this award or receive the final payment, whichever is later. This requires that you review and update the information at least annually after the initial registration, and more frequently if required by changes in your information or another award term.

2) Requirement for unique entity identifier

If you are authorized to make subawards under this award, you:

a) Must notify potential subrecipients that no entity (*see* definition in paragraph C of this award term) may receive a subaward from you unless the entity has provided its unique entity identifier to you.
b) May not make a subaward to an entity unless the entity has provided its unique entity identifier to you.

3) Definitions

For purposes of this award term:

a) *System for Award Management (SAM)* means the Federal repository into which an entity must provide information required for the conduct of business as a recipient. Additional information about registration procedures may be found at the SAM Internet site (currently at *http://www.sam.gov*).
b) *Unique entity identifier* means the identifier required for SAM registration to uniquely identify business entities.
c) *Entity,* as it is used in this award term, means all of the following, as defined at 2 CFR part 25, subpart C:
   i) A Governmental organization, which is a State, local government, or Indian Tribe;
   ii) A foreign public entity;
   iii) A domestic or foreign nonprofit organization;
   iv) A domestic or foreign for-profit organization; and
   v) A Federal agency, but only as a subrecipient under an award or subaward to a non- Federal entity.
d) *Subaward:*
   i) This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to

an eligible subrecipient.

ii) The term does not include your procurement of property and services needed to carry out the project or program.

iii) A subaward may be provided through any legal agreement, including an agreement that you consider a contract.

e) *Subrecipient* means an entity that:

i) Receives a subaward from you under this award; and

ii) Is accountable to you for the use of the Federal funds provided by the subaward.

V. CONFIDENTIALITY OF INFORMATION

a. Confidential information, as used in this Provision, means:

1. Information or data of a personal nature about an individual.
2. Information or data submitted by or pertaining to an institution or organization.
3. Product and/or commercial information; trade secret information; personal privacy information; and/or RECIPIENT's internal, pre-decisional information.

b. The Information generated in the performance of activities under this award are subject to RECIPIENT's rules including any established administrative, technical, and physical safeguards to protect the security and confidentiality of personal information, as laid down, inter alia, in the confidentiality Policy of the RECIPIENT.

c. FAS and the RECIPIENT may, by mutual consent, identify elsewhere in this award specific information and/or categories of information which the Government will furnish to the RECIPIENT which is confidential.

VI. ADMINISTRATIVE AND ALLOWABLE COST REQUIREMENTS:

All RECIPIENTs shall comply with the following terms and conditions unless otherwise specified in legislation or program regulations.

The principal investigator(s) or project director(s) shall receive a copy of the terms and conditions, including the award-specific requirements, and any subsequent changes in the terms and conditions.

The appropriate RECIPIENT officials shall be made aware of the terms and conditions. These terms and conditions may be duplicated, copied or otherwise reproduced as appropriate.

This provision does not alter the RECIPIENT's full responsibility for conduct of the project and compliance with all terms and conditions.

VII. MANDATORY DISCLOSURE

In the event the RECIPIENT and/or Sub RECIPIENTs become aware of violations of criminal law involving fraud, bribery, or illegal gratuities potentially affecting the Federal award, this information will be brought to the attention of the appropriate official [FAS Deputy Administrator, with a copy to the Program Manager and Grants Management Officer] in writing in a timely manner.

In the event that the RECIPIENT and/or Sub RECIPIENT has not complied with the requirements of this section, FAS may take remedial measures as necessary, including suspension or termination in whole or in part of the Federal award.

VIII. PRIOR APPROVAL REQUIREMENTS

The RECIPIENT must submit all requests, in writing to FAS through the Program Manager, before the project period end date indicated on the award. Written prior approval, by way of amendment, is required for:

- Change in the scope or the objective of the project or program (even if there is no associated budget revision requiring prior written approval).
- Additional Federal funding.
- Extension of the period of performance.
- Transfers of funds between direct cost categories in the approved budget when such cumulative transfers among those direct cost categories exceed ten percent of the total budget approved in this Award require prior written approval by FAS.

- Unless described in the application and funded in the approved award, the sub-award, transfer or contracting out of any work under an award.
- The RECIPIENT is not authorized at any time to transfer amounts budgeted for direct costs to the indirect costs line item or vice versa, without prior written approval of FAS.

IX. UNALLOWABLE COSTS

“Unallowable costs” means general or centralized expenses directly invoiced under this award, as follows:

(a) Alcoholic Beverages. Costs of alcoholic beverages.
(b) Bad Debt. Bad debts, including losses (whether actual or estimated) arising from uncollectible accounts and other claims, related collection costs, and related legal costs.
(c) Contingencies. Contributions to a contingency reserve or any similar provision made for events the occurrence of which cannot be foretold with certainty as to time, intensity, or with an assurance of their happening, are unallowable. The term "contingency reserve" excludes self-insurance reserves; pension funds; and reserves for normal severance pay.
(d) Contributions (to other entities). Contributions and donations by the RECIPIENT to others.
(e) Entertainment. Costs of amusement, diversion, social activities, ceremonials, and costs relating thereto, such as meals, lodging, rentals, transportation, and gratuities. (M&IE and lodging are allowed when explicitly specified in the agreement to achieve project goals).
(f) Goods or services for personal use. Costs of goods or services for personal use of the RECIPIENT's employees are unallowable regardless of whether the cost is reported as taxable income to the employees.
(g) Expenditures, such as incorporation fees, brokers' fees, fees to promoters, organizers or management consultants, attorneys, accountants, or investment counselors, whether or not employees of the RECIPIENT, in connection with establishment or reorganization, are unallowable except with prior approval of the awarding agency.

Generally, the purchase of equipment and property is unallowable unless the Notice of Award authorizes the purchase of such items.

X. INDIRECT COSTS

Indirect costs will not be allowable charges against this Agreement unless specifically included as a line item in the approved budget for this award. Indirect cost recovery for any actual indirect costs incurred by the Recipient which are greater than the indirect cost line item in the approved award budget is limited up to the award amount.

XI. PAYMENTS UNDER THE AWARD

Payment methods shall minimize the time elapsing between the transfer of funds from FAS and the issuance or redemption of checks, warrants, or payment by other means by the RECIPIENT. Approval of payment requests will be based on the RECIPIENT's progress towards achieving the award objectives, the amount of unexpended cash on-hand as reported in the SF-425 and SF-270, and the RECIPIENT's adherence to the terms and conditions of the award, particularly in terms of timely submission of required financial, program and other reports. Delinquency in submitting reports may result in payment delays.

Third party in-kind contributions and voluntary committed cost sharing, if applicable, must be displayed as separate line item and shall not be included in the total project costs available for advance of funds or reimbursement. This information will be reported upon on the SF-425.

Request for payment shall be submitted as needed on Standard Form SF-270, Request for Advance or Reimbursement. In no case shall the RECIPIENT submit an invoice more than monthly or less frequently than annually (when work was performed within the budget period). Payment request must comply or otherwise be consistent with award terms and conditions. Failure to provide timely performance progress and financial reports may result in a delayed payment. The RECIPIENT must retain adequate documentation supporting the payment request, (e.g. contracts, timesheets, invoices, etc.) and provide upon FAS', or its designee's request.

The payments under this Agreement shall be made in United States Dollars.

Interest earned amounts up to $500 per year may be retained for administrative expense. Any additional interest earned on Federal payments deposited in interest-bearing accounts must be remitted annually to FAS.

XII. PRE-AWARD COSTS

Pre-award costs are not authorized. FAS will not reimburse the RECIPIENT for any costs incurred prior to the beginning date of the period of performance for the award and a signed award by the Deputy Administrator responsible for administering the funds.

XIII. REPORTING REQUIREMENTS

Performance progress and financial reports shall be submitted as discussed within your Notice of Award. These reports shall be submitted with any non-competitive continuation application of the RECIPIENT.

Requests for extensions of reporting deadlines may be granted by the Program Manager when the report(s) cannot be furnished in a timely manner for reasons legitimately beyond the control of the RECIPIENT.

FAILURE TO COMPLY WITH THE REPORTING REQUIREMENTS MAY JEOPARDIZE ELIGIBILIY FOR FUTURE AWARDS OR WILL RESULT IN SUSPENSION OF ANY FUTURE PAYMENTS UNDER THIS AWARD UNTIL SUCH TIME AS THIS DEFICIENCY HAS BEEN CORRECTED.

Report Formats:
Financial Status Reports must be submitted via the Standard Form (SF) 425 – Federal Financial Report (FFR) and be signed by the RECIPIENT's certified financial officer.

Final Reports:
The RECIPIENT must submit a final Financial Status Report and a final Performance Progress Report within 180 calendar days of the end of the period of performance delineated in the award. If any property or equipment is acquired under the award proper disposition of the property or equipment must be completed. An extension to submit final reports later than stated above, may be requested 45-days in advance from the end of the performance period and may be granted on a case-by-case basis.

In summary, closeout procedures require:

(a) submission by the grant Recipient of final financial and program reports within one hundred eighty days (180) calendar days after the project period end date or the date specified in the Agreement, whichever is less;
(b) reconciliation of all cost or expenditure discrepancies;
(c) prompt payment of allowable costs;
(d) immediate collection of any unexpended funds or disallowed costs;
(e) de-obligation of excess funds; and
(f) disposition of property and/or equipment acquired under the award.

Sub-RECIPIENT Reporting Requirements:

The FAS requires each RECIPIENT to set its own sub-RECIPIENT reporting requirements. RECIPIENTs are responsible for monitoring sub-RECIPIENT activities and training needs, tracking progress toward objectives, and identifying challenges. Sub-RECIPIENTs must adhere to the reporting requirements outlined and communicated by its RECIPIENT for the program year.

Annual Reconciliation of Continuing Assistance Awards:
FAS and the RECIPIENT must reconcile continuing awards at least annually and evaluate program performance and financial reports. Items to be reviewed include a comparison of the RECIPIENT's work performance to its progress reports and project expenditures

XIV. CONFLICT OF INTEREST AND FEDERAL ASSISTANCE AWARDS

The RECIPIENT must maintain written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award and administration of sub-awards and sub-contracts.

XV. RETENTION AND ACCESS REQUIRMENTS FOR RECORDS

The RECIPIENT must maintain financial records, supporting documents, statistical records, and all other records pertinent to an award for a period of three years from the date of submission of the final expenditure report. For awards that are renewed quarterly or annually, the retention period is from the date of the submission of the quarterly or annual financial report as authorized by the Department. The Department must request transfer of certain records to its custody from RECIPIENTs when it determines that the records possess long-term retention value. However, in order to avoid duplicate recordkeeping, FAS may arrange for RECIPIENTs to retain any records that are continuously needed for joint use.

XVI. BLOCKING PROPERTY AND PROHIBITING TRANSACTIONS WHO COMMIT, THREATEN TO COMMIT, OR SUPPORT TERRORISM

Certain individuals and entities that commit or pose a significant risk of committing terrorist acts and authorized the Secretary of State to designate additional individuals and entities.
The Order also authorized the Secretary of the Treasury to designate additional individuals and entities that provide support or services to, are owned or

controlled by, act for or on behalf of, or are "otherwise associated with," an individual or entity who has been designated in or under the order. All property and interests in property of the individual or entity in the United States or in the possession or control of United States persons are blocked. The order prohibits all transactions and dealings in blocked property or interests in the United States or by United States persons, and also prohibits transactions with, and provision of support for, individuals or entities listed in or subject to the Order.

Recipients should be aware of Executive Order 13224 and the names of the individuals and entities designated thereunder. A list of these names can be found in the exclusions section of the SAM.gov. The web site is: http://www.sam.gov.

Recipients are reminded that the terms of this award prohibit transactions with, and the provision of resources and support to, individuals and organizations associated with terrorism. It is the legal responsibility of the Recipient/contractor to ensure compliance with the terms and conditions of this award.

XVII. COPYRIGHTS and PUBLICATION FOR PROFESSIONAL AUDIENCES

The RECIPIENT shall hold copyright in any work that is subject to copyright and that was developed, or for which ownership was acquired, pursuant to any grants from USDA. The Parties may agree on additional provisions concerning intellectual property rights in project outputs developed by the RECIPIENT on individual projects funded by USDA. Such additional provisions will be incorporated in the Grant document and/or related Grant Letter of Agreement or cover letter applicable to the grant in question. The United States Government reserves a royalty-free, nonexclusive, and irrevocable right to reproduce, publish, translate or otherwise use, and to authorize others to use, for Federal Government purposes, any rights of copyright to which a RECIPIENT, sub-RECIPIENT, or contractor purchases ownership with assistance support.

a. If the RECIPIENT finds it is appropriate to acknowledge USDA's contribution in any publications, media releases, or electronic or print material developed or produced pursuant to this Agreement, the RECIPIENT will seek FAS' authorization before releasing any such acknowledgments.

b. If it is the RECIPIENT's intention to identify USDA's contribution to any publication, video, graphic artwork, or other information/media product resulting from this award, the product shall state that the views expressed by the author(s) do not necessarily reflect those of USDA. Acknowledgements should identify the sponsoring FAS office and bureau or mission as well as the following:

"This publication, video or other information/media product (specify) was made possible through support provided by the United States Department of Agriculture's Foreign Agricultural

Service. The opinions expressed herein are those of the author(s) and do not necessarily reflect the views of the Government of the United States, USDA or the Foreign Agricultural Service."

c. The RECIPIENT shall provide FAS with one copy of all published works developed under this award and with lists of other written work produced under this award.

d. The results of the Project, in whatever form, shall be the sole property of the RECIPIENT. Subject to the rights of third parties, and subject also to the rules and policies of the RECIPIENT.

e. *Seal/Logo.* Neither the RECIPIENT nor USDA will have the right to use the logo or official seal of the other party without express written permission.

XVIII. PROHIBITION AGAINST ASSIGNMENT

Notwithstanding any other provision of this award, the RECIPIENT shall not transfer, pledge, mortgage, or otherwise assign this award, or any interest therein, or any claim arising thereunder, to any party or parties, bank trust companies, or other financing or financial institutions.

XIX. OFFICIALS NOT TO BENEFIT

No member of or delegate to Congress or resident Federal Commissioner shall be admitted to any share or part of this award or any benefit that may arise there from; but this provision shall not be construed to extend to this award if made to a corporation, education, or non-profit institution for its general benefit.

XX. NOTIFICATION OF AWARD FOR SIMILAR PROGRAM

The RECIPIENT shall immediately provide written notification to FAS in the event that, subsequent to this award, other voluntary contributions from governments and/or U.S. Government financial or grant assistance is received relative to the program of activities under this award.

XXI. LOBBYING RESTRICTION

For persons entering into a grant or cooperative agreement over $100,000, the Recipient certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer

or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal Cooperative Agreement, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the Recipient shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

3. The Recipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all Recipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

XXII. AUDIT

All financial accounts and statements shall be expressed in United States Dollars and shall be subject exclusively to the internal and external auditing procedures laid down in the RECIPIENT's Financial Regulations, Rules and directives. , in conformity with the single audit principle observed by RECIPIENT.

Should an audit report of an External Auditor contain observations relevant to the activities under this Agreement the RECIPIENT shall make available to FAS a copy of such a report, together with the RECIPIENT's comments thereon.

XXIII. TRAVEL

All Federal Government-financed international air transportation must be accomplished by U.S. Flag air carriers or U.S. code sharing to the extent that service by those carriers is available. These circumstances are outlined below:

1) The United States – European Open Skies Air Transport Agreement (U.S.-E.U. Open Skies Agreement) is a bilateral/multilateral agreement that allows federal funded transportation services to use foreign air carriers under specific circumstances.

2) The modified agreement allows travelers to:
   a) Use EU carriers if the travelers are not eligible to use City Pair Fares.
   b) Use EU carriers between points in the United States and points OUTSIDE of the EU when there is no City Pair Fare on the route or the traveler is not eligible to use the fare. In essence, this allows travelers to compare costs and select between an EU and U.S. flag carrier when the flight originates, arrives in, or stops in any of the EU countries.

XXIV. EVALUATION AND SITE VISITS

FAS may, separately or jointly with other donors, take the initiative to evaluate and assess whether the programme activities have achieved their objectives, and determine the outcomes, impact and relevance of the interventions funded by this award. The RECIPIENT Office of Evaluation will be consulted on any proposed evaluation, specifically on the Terms of Reference for such evaluation, and irrespective of any participation by the RECIPIENT in an evaluation under this provision. The RECIPIENT may be invited to join such initiatives. The RECIPIENT will, upon request, assist in providing relevant information within the limits of its rules and regulations.

FAS, through its authorized representatives, has the right, at all reasonable times, to make site visits to review project accomplishments and to provide such technical assistance as may be required.

As part of any monitoring and program evaluation activities the RECIPIENT must permit FAS, upon reasonable notice, to interview the organization's staff and clients regarding the program. Financial documentation must be made available for FAS to review upon request to determine that the funding provided is being maintained in accordance with RECIPIENT's Financial Rules and Regulations, in separate accounts, and being expended in a manner that furthers the purpose and objectives of the specified Programme Agreement being reviewed.

Should any report of the RECIPIENT's Office of Evaluation contain observations relevant to the activities under this Agreement then the RECIPIENT shall notify and make available to the Government of United States a copy of such a report, together with RECIPIENT's comments thereon.

XXV. SUSPENSION OR TERMINATION

The RECIPIENT may unilaterally suspend implementation of Project activities under this Agreement in the event that force majeure seriously threatens the safety and security of workers on the site or makes continuation of Project activities and observation of minimum safety precautions impossible. The suspension can last for up to a third of the implementing period described in the detailed plan of work mutually approved by the Parties for the Project. In the event of such a suspension, the RECIPIENT shall resume implementation of the Project once circumstances allow. In case the suspension persists longer than a third of the mutually approved implementing period, the Agreement may be terminated by mutual agreement by the Parties.

The obligations assumed by the Parties under this Agreement shall survive the termination of the Agreement to the extent necessary to permit the orderly conclusion of activities, the withdrawal of personnel, funds and property, reports required under this Agreement, the settlement of accounts between the Parties hereto and the settlement of contractual liabilities that are required in respect of any personnel, subcontractors, consultants or suppliers. The RECIPIENT shall promptly remit any remaining funds after the settlement of accounts between the Parties to FAS.

The RECIPIENT may terminate their performance of a project in whole or in part. When both parties agree that continuation of the project would not produce results commensurate with further expenditure of funds or for any other reason, the award may be terminated by mutual consent. The RECIPIENT may terminate the project after the authorized representative advises the Grants Management Officer in writing; and concurrently sends a copy to the Program Manager. When FAS wishes to terminate a project, the Deputy Administrator will issue, in writing, a termination notice to the RECIPIENT's authorized representative. Within 30 days after receipt of a request by either party for termination by mutual agreement, the other party will provide an appropriate written response.

The two parties must agree upon the termination conditions, including the effective date, and, in the case of partial termination, the portion to be terminated. The RECIPIENT must not incur new obligations for the terminated portion after the effective date and must cancel as many outstanding obligations as possible. FAS will allow full credit to the RECIPIENT for the Federal Share of the obligations that cannot be cancelled properly incurred by the RECIPIENT prior to termination.

For Cause. FAS reserves the right to terminate the award in whole or in part at any time before the project period end date, whenever it is determined that the RECIPIENT has failed to comply with the conditions of the award. FAS must promptly notify the RECIPIENT in writing of the determination and reasons for the termination, together with the effective date. Payments made to RECIPIENT by FAS awards terminated for cause must be in accordance with the legal rights and liabilities of the parties.

Disputes: Any dispute between FAS and the RECIPIENT arising out of the interpretation or execution of this Agreement shall be settled by mutual consultations between FAS and the RECIPIENT.

XXVI. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION

a. *Reporting of first-tier subawards.*

1) *Applicability.* Unless you are exempt as provided in paragraph d. of this award term, you must report each action that obligates $25,000 or more in Federal funds for a subaward to an entity (see definitions in paragraph e. of this award term).
2) *Where and when to report.*
    i. You must report each obligating action described in paragraph a.1. of this award term to *http://www.fsrs.gov*.
    ii. For subaward information, report no later than the end of the month following the month in which the obligation was made. (For example, if the obligation was made on November 7, 2010, the obligation must be reported by no later than December 31, 2010.)
3) *What to report.* You must report the information about each obligating action that the submission instructions posted at *http://www.fsrs.gov specify.*

b. *Reporting Total Compensation of RECIPIENT Executives.*

1) *Applicability and what to report.* You must report total compensation for each of your five most highly compensated executives for the preceding completed fiscal year, if—
    i. the total Federal funding authorized to date under this award is $25,000 or more;
    ii. in the preceding fiscal year, you received—
        a. 80 percent or more of your annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance (and subawards); and
        b. $25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance; and
    iii. The public does not have access to information about the compensation of the executives through periodic reports. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at *http://www.sec.gov/answers/execomp.htm*.)

2) *Where and when to report.* You must report executive total compensation described in paragraph b.1. of this award term:
    i. As part of your registration profile at *https://www.sam.gov*.
    ii. By the end of the month following the month in which this award is made, and annually thereafter.

c. *Reporting of Total Compensation of SUBRECIPIENT Executives.*

1) *Applicability and what to report.* Unless you are exempt as provided in paragraph d. of this award term, for each first-tier SUBRECIPIENT under this award, you shall report the

names and total compensation of each of the SUBRECIPIENT's five most highly compensated executives for the SUBRECIPIENT's preceding completed fiscal year, if—

i. in the SUBRECIPIENT's preceding fiscal year, the SUBRECIPIENT received—
    a. 80 percent or more of its annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance (and subawards); and
    b. $25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts), and Federal financial assistance (and subawards); and

ii. The public does not have access to information about the compensation of the executives through periodic reports. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at http://www.sec.gov/answers/execomp.htm.)

2) *Where and when to report.* You must report SUBRECIPIENT executive total compensation described in paragraph c.1. of this award term:
   i. To the RECIPIENT.
   ii. By the end of the month following the month during which you make the subaward. For example, if a subaward is obligated on any date during the month of October of a given year (*i.e.,* between October 1 and 31), you must report any required compensation information of the SUBRECIPIENT by November 30 of that year.

d. *Exemptions*

If, in the previous tax year, you had gross income, from all sources, under $300,000, you are exempt from the requirements to report:
   i. Subawards, and
   ii. The total compensation of the five most highly compensated executives of any SUBRECIPIENT.

e. *Definitions.* For purposes of this award term:

1) *Entity* means all of the following:
   i. A Governmental organization, which is a State, local government, or Indian tribe;
   ii. A foreign public entity;
   iii. A domestic or foreign nonprofit organization;
   iv. A domestic or foreign for-profit organization;
   v. A Federal agency, but only as a SUBRECIPIENT under an award or subaward to a non-Federal entity.

2) *Executive* means officers, managing partners, or any other employees in management positions.
3) *Subaward:*
    i. This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the RECIPIENT award to an eligible SUBRECIPIENT.
    ii. The term does not include your procurement of property and services needed to carry out the project or program
    iii. A subaward may be provided through any legal agreement, including an agreement that you or a SUBRECIPIENT considers a contract.
4) *SUBRECIPIENT* means an entity that:
    i. Receives a subaward from you (the RECIPIENT) under this award; and
    ii. Is accountable to you for the use of the Federal funds provided by the subaward.
5) *Total compensation* means the cash and noncash dollar value earned by the executive during the RECIPIENT's or SUBRECIPIENT's preceding fiscal year and includes the following:
    i. *Salary and bonus.*
    ii. *Awards of stock, stock options, and stock appreciation rights.* Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.
    iii. *Earnings for services under non-equity incentive plans.* This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.
    iv. *Change in pension value.* This is the change in present value of defined benefit and actuarial pension plans.
    v. *Above-market earnings on deferred compensation which is not tax-qualified.*
    vi. Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds $10,000.

XXVII. DRUG-FREE WORKPLACE

1) The Recipient will make a good faith effort, on a continuing basis, to maintain a drug-free workplace. As part of that effort, the Recipient will publish a drug-free workplace statement and provide a copy to each employee who will be engaged in the performance of any project/program that receives Federal funding. The statement must:
   a) Tell the employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in its workplace;
   b) Specify the actions the Recipient will take against employees for violating that prohibition; and
      (1) Let each employee know that, as a condition of employment under any instrument, he or she:
         i) Must abide by the terms of the statement; and
         ii) Must notify the Recipient in writing if he or she is convicted for a violation of a criminal drug statute occurring in the workplace, and must do so no more than five calendar days after the conviction.

   The Recipient agrees that it will establish an ongoing drug-free awareness program to inform employees about:
   c) The dangers of drug abuse in the workplace;
   d) The Recipient's policy of maintaining a drug-free workplace;
   e) Any available drug counseling, rehabilitation and employee assistance programs; and
   f) The penalties that the Recipient may impose upon them for drug abuse violations occurring in the workplace.
2) The policy statement and program must be in place as soon as possible, no later than the 30 days after the effective date of this Federal award, or the completion date of this Federal award, whichever occurs first, unless the Recipient obtains FAS' express written approval.
3) The Recipient agrees to immediately notify FAS if an employee is convicted of a drug violation in the workplace. The notification must be in writing, identify the employee's position title, the Recipient number of each instrument on which the employee worked. The notification must be sent to FAS within ten calendar days after the Recipient learns of the conviction.
4) Within 30 calendar days of learning about an employee's conviction, the Recipient must either:
   a) Take appropriate personnel action against the employee, up to and including termination; or
   b) Require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program.

XXVIII. RELIGIOUS PERSECUTION

The Recipient must ensure that its personnel take into account in their work the considerations reflected in the International Religious Freedom Act, 22 U.S.C. 6401, et al. concerning country- specific conditions, the right to freedom of religion, methods of religious persecution practiced in foreign countries, and applicable distinctions within a country between the nature of and treatment of various religious practices and believers.

XXIX. PROHIBITION ON ABORTION RELATED ACTIVITIES

The RECIPIENT agrees that none of the funds provided by this award shall be used to issue grant funds to lobby for or against abortion. The RECIPIENT agrees that none of the funds provided by this award shall be used to pay for the performance of abortion as a method of family planning or to motivate or coerce any person to practice abortions.

XXX. TRAFFICKING IN PERSONS

Trafficking in persons (as defined in the Protocol to Prevent, Suppress, and Punish Trafficking in Persons, especially Women and Children, supplementing the UN Convention against Transnational Organized Crime) represents a significant human rights concern to the United States and the international community. The recipient agrees not to engage in trafficking in persons during the performance of this agreement.