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Community Action for Reading and Security Activity

Work Plan: Fiscal Year 2014



December 4, 2013

Revised on January 9 and March 10, 2014

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Photo taken at PLACE Academy, Pearl Lagoon, Nicaragua, August 2009.

Prepared by DevTech Systems, Inc.

Nicaragua Community Action for Reading and Security Activity

Work Plan: October 2013 – September 2014

Submitted to:

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USAID/Nicaragua

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Submitted by:

DevTech Systems, Inc.

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ACRONYMS

APS	Annual Program Statement
BASE I	USAID/Nicaragua Basic Education Project I
BASE II	USAID/Nicaragua Basic Education Project II
BICU	Bluefields Indian and Caribbean University
CARS	Community Action for Reading and Security
CARSI	Central America Regional Security Initiative
CDCS	Country Development Cooperation Strategy
CERCA	Civic Engagement for Education Reform in Central America
COP	Chief of Party
COR	Contracting Officer's Representative
DO	Development Objective
EFS	Education For Success
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EpC	<i>Espacios para Crecer</i>
ER	Expected Result
FADCANIC	<i>Fundación para la Autonomía y el Desarrollo de la Costa Atlántica de Nicaragua</i>
FY	Fiscal Year
IR	Intermediate Result
M&E	Monitoring and Evaluation
MINED	Ministry of Education
NGO	Non-governmental Organization
OCA	Organizations Capacity Assessment
PMP	Performance Management Plan
PRIDI	The Inter-American Development Bank's Regional Project on Child Development Indicators
PROGRES	Program for Reading and Security
RAAS	<i>Región Autónoma Atlántico Sur</i> (South Atlantic Autonomous Region)
RFP	Request for Proposal
RICA	The Regional Initiative for Central America
RTI	Research Triangle Institute
RR	Required Result
SEAR	<i>Sistema Educativo de las Regiones Autónomas</i> (Autonomous Regions Educational System)
TA	Technical Assistance
UNACAD	<i>Universidad de Administración, Comercio y Aduana</i>
URACCAN	<i>Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense</i>
USAID	United States Agency for International Development
VAB	<i>Vicariato Apostólico de Bluefields</i>

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EXECUTIVE SUMMARY

DevTech Systems, Inc. (DevTech) is pleased to submit the initial Year 1 Work Plan for the Nicaragua Community Action for Reading and Security (CARS) Activity.

The purpose of this contract (AID-524-C-13-0001) is to: a) improve early grade reading outcomes and b) contribute to reducing citizen insecurity in five municipalities of the *Región Autónoma Atlántica Sur* (RAAS) of Nicaragua. The five municipalities include: Bluefields, Kukra Hill, Pearl Lagoon, Corn Island and the Desembocadura de Rio Grande. Available data suggest that education and crime indicators in these locations are notably worse than national averages. In addition, the contract includes specific requirements to provide USAID data collection support.

The CARS Activity is one of two key mechanisms to implement USAID's Program for Reading and Security (PROGRES). PROGRES supports the achievement of USAID's Development Objective 2 (DO 2), Safety and Competitiveness of At-risk Children and Youth on the Caribbean Coast Improved. This falls under USAID's Country Development Cooperation Strategy (CDCS) for the period 2013-2017. Furthermore, CARS's expected results align to USAID FORWARD and the Central America Regional Security Initiative (CARSI) by focusing resources on building local capacity to improve early grade reading outcomes and reducing citizen insecurity. To do so, CARS will work with local NGOs, communities, parents, teachers, citizens and students in the RAAS.

The Annual Work Plan succinctly articulates a set of interventions and products, research, results, deliverables and contractor resources planned for FY2014. In addition, the Annual Budget (submitted under separate cover) presents how funds are allocated in order to support the achievement of the contract sub-purposes.

The Work Plan is a working document that will rely on feedback from USAID and stakeholders who are intimately involved in community action, reading and security in the RAAS. For this reason, the Work Plan is presented with the understanding that on a quarterly basis (as part of the quarterly report submission), CARS may present adjustments to the Work Plan based on operational realities and unanticipated events on the ground.

Critical assumptions are included as a management tool for discussions with USAID when contextual factors change.¹ All adjustments will be made in close coordination and consultation with the USAID Contracting Officer's Representative (COR).

The Year 1 Work Plan provides an introduction which sets the stage for the planned interventions. The premise of CARS is to be guided by results; therefore the planned interventions are organized and driven by these expected results. In order to achieve the results and implement the corresponding interventions, a clear management plan is required. The Work Plan identifies the staffing, units, technical assistance and local organizations which work in unison. As part of USAID FORWARD, CARS is committed to working closely with local

¹ An example of a contextual factor is support from the Public Sector or support from local NGOs.

consultants, staff, and NGOs in the RAAS to achieve technical results. This is demonstrated in the Management section (section III) and the corresponding Budget annex (Annex E).

Critical Year 1 work streams include:

- Assisting in the implementation of baseline studies related to early grade reading and citizen security.
- Developing a core set of educational materials and methods for the five RAAS municipalities in coordination with stakeholders.
- Signing sub agreements with NGOs implementing reading interventions in private/subsidized schools.
- Validation of materials for transition to the first grade for the RAAS, for parents and teachers.
- Employing community level qualitative and quantitative techniques to assess reading and community mobilization capacity.
- Designing and implementing community mobilization plans around reading and security based on the realities of communities.
- Contextualizing the *Espacios para Crecer* (EpC) model for the RAAS and implementing it to target children and youth who are not in school.

I. INTRODUCTION

Moving the pendulum² in education development and security requires thoughtful analysis, reflection and action. This Work Plan is designed with this process in mind. It reflects a commitment to understanding the realities of students, teachers, parents and communities in Bluefields, Kukra Hill, Pear Lagoon, Corn Island and the Desembocadura de Rio Grande.

CARS's expectations—and in the same respect, its interventions, results, indicators and standards—must be high. However, they also must be based in a science³ and reality which allow people to reach them; this is the job of the CARS team. In this way, CARS can move the pendulum of teaching-learning and reducing insecurity. While CARS is a four-year Activity, it builds on a foundation of interventions in the RAAS (Excelencia/USAID, BASE, BASE II, and EFS) and it will serve as a foundation for the future beyond the four years of implementation.

CARS is also part of a larger initiative and commitment to education and reducing insecurity in the region. CARS joins in partnership with prominent institutions which include: *Fundación para la Autonomía y el Desarrollo de la Costa Atlántica de Nicaragua* (FADCANIC), *Sistema Educativo Autónomo Regional* (Autonomous Regions' Educational System) (SEAR), *Vicariato Apostólico de Bluefields* (VAB), *Fundación Zamora Terán*, *Iglesia Morava*, *Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense* (URACCAN), Bluefields Indian and Caribbean University (BICU) and others. Individuals are also a part of these institutions and they are committed to the endeavor; they include parents, teachers, students and other members.

The CARS Work Plan, resource plan (budget), and M&E plan (submitted under separate cover) is organized in accordance with the three sub-purposes for the CARS contract:

- Improve Early Grade Reading Outcomes in the RAAS
- Contribute to reducing Citizen Insecurity in Five municipalities in the RAAS
- Provide USAID Data Support for DO 2

Figure 1 (below) presents a structure for DevTech's interventions under these sub-purposes that aligns to two of the Intermediate Results in USAID's Development Framework.

² The pendulum refers to the work of Polayi (1944) among other international development theorists. Research activities, including participating in conferences like the CIES, are important for members of CARS to engage in in order to continue to analyze, reflect, read and push the pendulum forward.

³ Science refers to using sound methods, which international experts and practitioners employ, to address real education problems. CARS team members can participate in international conferences, pose their development problems and engage with others to build solutions; e.g. CIES 2014.

The total estimated Work Plan budget for FY2014 for each of the sub-purposes is:

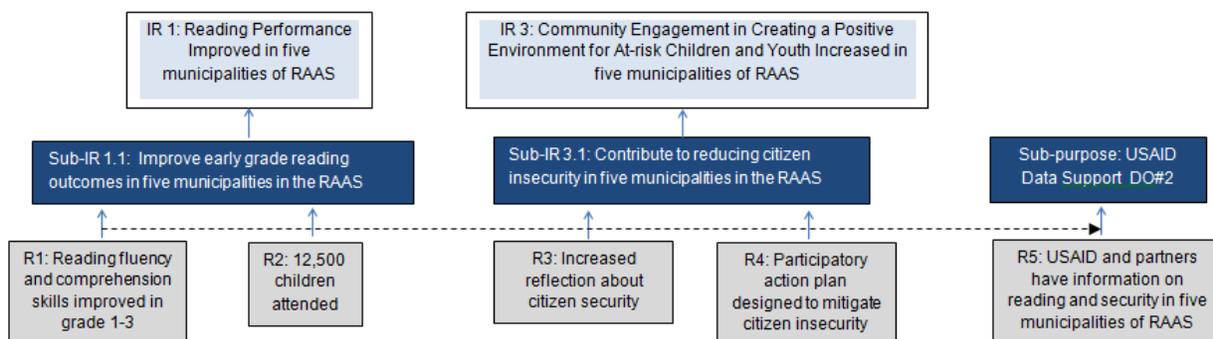
Sub-Purpose	Total (USD)
Improve Early Grade Reading (IR 1)	
Contribute to Reducing Citizen Insecurity in five Municipalities in the RAAS (IR3)	
Provide USAID Data Support for DO#2	
Total FY2014	

The hierarchy of the set of interventions (as defined in the contract by sub-components) will be supported by a four-pronged approach and supported by a management structure based in Bluefields (see section III).

The approach will:

1. Strengthen the capacity of local non-governmental organizations (NGOs) to provide quality early grade education opportunities in the RAAS as a means to mitigate rising insecurity. Through CARS, NGOs will develop the technical, financial and administrative skills to sustain activities which deliver early grade reading results.
2. Create a system of information sharing that includes data for decision making. Information will be generated at the classroom, school, community and municipality levels in simple formats to promote an inclusive approach to efficient decision-making related to education (especially reading) and security.
3. Build the capacity of citizens—including parents, teachers, and members of communities—to define indicators, collect data, analyze information and design their own community action plans in order to deliver quality education services as a means to address security concerns in their communities.
4. Provide services and products, including high quality trainings and materials, which are based on the context of each of the five municipalities of the RAAS. Only in this way can interventions take root and be sustainable for the long term.

Figure 1. Hierarchy of Interventions Aligned to USAID’s Strategic Framework



II. PLANNED INTERVENTIONS

This section details the planned interventions which are driven by results that align to the contract purpose and USAID's Intermediate Results. CARS will directly support the achievement of DO 2 Intermediate Results (IRs), IR1: Reading Performance Improved and IR3: Community Engagement in Creating a Positive Environment for At-risk Children and Youth Increased. In addition, as outlined in Section F. and Section C.5 of the contract, CARS will collect and report on other USAID-financed activities that contribute to DO 2 and operate in the RAAS. The full-set and hierarchy of results will be presented in an M&E Plan. They are identified in the Work Plan.

There are inherent interdependencies among the results. For example; "Increasing pre-school enrollment by 10 percent" falls under "Reading Performance Improved," but it cannot be achieved without improving RAAS communities' capacity to analyze, plan and implement reading and security activities. Winning the support of key members of the community to advocate for increasing early grade reading and security is fundamental, they express this in action via mobilization activities.

The section is organized by USAID's IR with each section incorporating relevant cross-cutting or foundational interventions. The sub-components identified in the contract are referenced.

A. IR 1: Reading Performance Improved

A contract sub-purpose is to improve early grade reading. This purpose makes a direct contribution to USAID's PMP IR1.1: Reading Performance Improved and includes two required results (RR):

- Reading fluency and comprehension skills improved, and
- 12,500 children attend privately managed schools who never attended or who were failing.

Across these two required results, USAID has established a set of targets (see Table 1). CARS will implement a series of interventions during the life of the contract to achieve these targets.

Table 1: Life-of-Activity Targets and Interventions for Enrolling 12,500 children in Privately-Managed Schools

IR1: 12,500 children who are either: (1) in privately-managed schools (grades k-3), (2) school aged, but have never attended school, and/or (3) who are failing in public school or have dropped-out of school.		
Target 1: 2,440 students in grades 1-3 in privately managed schools in five municipalities of the RAAS	Intervention 1a: Workshops on active teaching-learning methodologies and coaching at the school level offered to teachers via NGOs	Intervention 1b: Diploma program for pre-service/first year teachers in grades 1-3 offered via an academic institution or NGO
Target 2: 1,910 third year preschool students	Intervention 2a: Workshops on the transition to first-grade offered via NGOs to formal preschool teachers in privately managed schools	Intervention 2b: Community Based Preschools developed in the five municipalities of the RAAS via NGOs
Target 3: 5,000 students in grades 1-3 who are failing or have dropped out of public schools	Intervention 3: After school (or before school) program, <i>Espacios Para Crecer</i> (EpC) aligned to the needs of children in public school or those who have dropped out, implemented via CARS	
Target 4: 3,150 children who have never attended school	Intervention 4: Half-day program, aligned to the needs of children who have never attended school ⁴ , implemented via NGOs in order for children to incorporate into EpC, subsidized/private school or public school	

The Work Plan narrative is organized by the contract-required results and presents the sequencing of activities in table format during the first year. These include improving the quality of reading methods and materials and providing quality education opportunities to children who are failing, dropped out, or have never attended school. References to the sub-components identified in the contract Scope of Work (SOW) are included.

In addition, DevTech has included in the Work Plan a series of sub-results for CARS that will assist with the ongoing monitoring of the activity and accountability. Additional details will be provided in the M&E plan (subject to the approval of the proposed results).

A.1. Reading Fluency and Comprehension Skills Improved

In Year 1 CARS will focus specifically on the following: develop a core set of materials and clear training plans (Sub-Component 1.1). These methods, materials, and plans will be based on previous USAID investment and the needs of the Region as well as on existing materials and methods developed by USAID which are particularly relevant to the context of CARS.

⁴ Never attended school is defined by a broader set of criteria: overage, have been out of school for over one year, have repeated and are not in a formal program. See Annex C. for EpC rollout plan.

Specifically, the Reading Specialist, with Technical Assistance (TA) support (see Table 12 identifying STTA), will lead the revision of the materials and methods. CARS will provide either a subcontract or a grant to a local academic or nonprofit organization to support in the final revision and reproduction of the materials. It is essential that a core set of materials and methods be provided to NGOs in order for NGO facilitators, teachers and students to reach reading goals in grades 1-3. The first set of materials will have to be prepared within the first six months of CARS operation (i.e., by March 2014).

NGOs that successfully participate in a competitive grants process will then use these materials and methods with their selected beneficiaries in schools and communities in the RAAS. They will also generate new ideas that will inform CARS and improve upon its methodology. It will be the responsibility of CARS to implement a capacity building process.

The EpC model will be tailored to the specific context and culture of the Caribbean Coast. It will be aligned to the Education for Success (EFS) FADCANIC program. Education for Success works with grades 4-6 while the EpCs will target beneficiaries in grades 1-3. All beneficiary children are considered at-risk or failing.

This implies that the Education Specialist and EpC specialist will visit the EpC model and the EFS experience to observe and learn from each. They will interview actors (i.e. teachers, children, parents) involved in each experience. The process will be led by the EpC specialist. It is essential for the model to be based on the needs of the communities in order to: (a) attend to the needs of children who have never been in school, have dropped out or are at risk of dropping out, and (b) meet community mobilization and participation goals.

The revised core model of EpC will also have to be prepared within the first six months (i.e., by March 2014).

Table 2: Proposed Sub-Results for Improving Reading Instructions and Materials

Results to Achieve	Evidence-base and/or Tools Development	Implementation Approach
ER1. Number of educators that apply improved methodologies increased	Review existing reading curricula and materials Develop an improved instructional methodology and framework for materials Review EpC model and core curriculum	Train and coach educators to apply improved methodologies Launch through grants a small scale pre-service/in-service first-year teacher program via a weekend diploma approach
ER2. Educators observed and provided with feedback [twice a week]	Develop/ adapt continuous assessment approaches	Train educators to use continuous assessment approaches

Results to Achieve	Evidence-base and/or Tools Development	Implementation Approach
ER3. Produce titles for young readers	Develop/ identify a core set of reading materials in English, Spanish, Miskito	One approach to stimulate authorship is via a competition with children and youth in communities.
ER4. Reading levels of children assessed every two months	Develop an early grade reading kit for educators including guides, lesson plans and books	

A.2. Providing Educational Services to 12,500 children

Table 1 (above) presents the targets and types of interventions that will be executed to achieve the required result of 12,500 children who have not attended regularly or have dropped out to be enrolled in privately-managed schools in the RAAS.

During Year 1, the CARS team will focus on providing a foundation for early grade reading success and the mitigation of violence in the region by starting with the base (as discussed above). Specifically there are two focused approaches for working with the transition to the first grade at the third level of pre-school.

The first entails a review of the existing materials developed by *Excelencia/USAID* on the transition to the first grade and adequate materials are developed for the approach to target the needs of communities in the RAAS⁵. This review will be directed by the Reading Specialist who will rely on TA support. It is very important that the materials are developed beyond only adaptation.

A core set of simple materials and approaches for the third level of pre-school and the transition to first grade must be developed for teachers and parents. This will be completed no later than nine months into the contract.

A two-day training will be offered to NGO facilitators that includes approaches for teachers and for parents. Follow-up support will be provided by the Grants Specialist working directly with the NGOs. The approach will require active materials but will be simple enough to be reproduced in communities.

⁵ This implies gathering the previous USAID materials and other materials produced by donors and lending agencies in the RAAS. Then these education materials are read, critiqued and analyzed.

Table 3: Proposed Sub-Results for Increasing Enrollment

Results to Achieve	Evidence-base and/or Tools Development	Implementation Approach
ER1. Pre-school enrollment increased in targeted municipalities	Review existing reading curricula and materials Develop an improved instructional methodology and framework for materials	Train and coach educators to apply improved methodologies
ER2. Parents of pre-school aged children carry out interactive activities to support children's early stimulation	Adapt the modules developed by <i>Excelencia</i> on the transition to the first grade	Train and coach NGO facilitators who in turn train parents to use materials in the home to prepare students for first grade
R3: Non-formal education programs launched and/or expanded that get children back into school or enrolled for the first time.	Review EpC and other models available, adjusting as appropriate to the cost	Launch EpC program and include in the grant program options for locally based solutions.

A.3. Capacity-Building to Improve Reading

The CARS team believes that NGOs are strong in the Caribbean Coast and it is the responsibility of CARS to support them in their endeavors to move FORWARD in eventually managing USAID or other donor funding. This entails an approach which provides financial, administrative, monitoring and evaluation and technical support.

During Fiscal Year 2014, CARS will focus its capacity-building activities on NGOs with experience working in the education sector (Sub-Component 3.1) and will provide grants to these organizations (Sub-Component 3.2.).

A.3.1. Technical Assistance and Training

There are two key interventions with regard to NGO capacity development. The first is to conduct and conclude the baseline assessment of the NGO's organizational capacity (June-August 2014). The second is to develop materials to support NGOs with financial and administrative responsibilities as well as programmatic and technical aspects.

Table 4: Proposed Sub-Results of Interventions to Build Capacity

Results to Achieve	Evidence Base and/or Tools Development	Implementation Approach
NGOs are better prepared to manage USAID funds	Conduct baseline and final capacity assessment of selected NGOs using USAID OCA tool	Develop training materials and curricula for capacity building support to NGOs Provide training and on-going technical assistance

A.3.2. Grants

Based on a preliminary assessment of NGOs operating in the region, there are several who have the programmatic capabilities to contribute to the improvement of reading outcomes in the RAAS.

The CARS team, led by the Grants Specialist and with support from the COP, will analyze the target indicators that were determined in the M&E Plan⁶. CARS will collect data from the SEAR and local NGOs who work directly with private/ subsidized schools to get accurate data on the number of beneficiaries. Based on these indicators a solicitation will be carefully crafted. The grant solicitations will be prepared based on the results and interventions proposed for Year 1. As outlined in the Grants Manual, the criteria to be applied will be reviewed with USAID. The grants manual identifies general guiding criteria.

Specific technical criteria may include an assessment of NGOs based on their presence in targeted communities and their cost efficiency. In addition, prior to the final award, a pre-award survey will be completed to evaluate their ability to eventually manage USAID funds.

Table 5: Proposed Sub-Results for Capacity-building of NGO service providers

Results to Achieve	Evidence Base and/or Tools Development	Implementation Approach
ER1. A minimum of five NGOs assisted by CARS are implementing formal or non-formal reading activities and/or community mobilization activities	Implement a competitive grants process to provide sub-grants to NGOs	<p>The approach includes working via the grants unit, in particular via the horizontal leadership of the Grants Specialist (w/ support from the other units of CARS and DevTech HO) to train the NGOs in the financial/administrative aspects; ultimately these NGOs will be implementing reading/ community mobilization activities.</p> <p>The approach is via a competitive grants process; in other words the NGOs must develop technically rigorous proposals and financially sound proposals in order to qualify and then receive ongoing CARS support to implement programs in their regions. They must demonstrate improvement to manage grants alone.</p>

⁶ The main indicators to be analyzed are Standard F Indicator 3.2.1-17: “Proportion 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” and Standard F Indicator 3.2.1-14: “Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings.”

B. IR3. Community Engagement in Creating a Positive Environment for At-Risk Children and Youth Increased

CARS will contribute to achieving USAID's IR3. On one hand, community engagement is directed towards and targeted towards increasing citizen participation in improving educational outcomes. This is a critical element for sustaining the progress towards improved educational outcomes. In addition, CARS will contribute to an overarching strategy of reducing citizen insecurity through capacity-building. The same capacities that are strengthened to support education (planning, communications, information and experience sharing, and using data for decision-making) also contribute directly to reducing insecurity.

Any work in community mobilization must begin with a solid foundation and understanding of what community participation and mobilization means to the members of the communities of the RAAS. Only with this understanding can instruments, plans and communications be designed and implemented to build participation or mobilization in an authentic way.

B.1. Interventions to Improve Community Planning

CARS will focus on a comprehensive approach to improve community planning in Year 1 (sub-component 2.1). To do so, the project will create simple, user friendly instruments to assess both reading and security characteristics. The instruments will be created by the second quarter. Qualitative and quantitative techniques will be employed and, for this reason, the Community Mobilization Specialist and the Monitoring and Evaluation Specialist, together with TA, will work closely to assess the current characteristics of communities. These characteristics include the number of communities, the number of households and the number of people per community in each of the 5 municipalities.

The approach will include in-depth qualitative techniques promoted by the Community Mobilization Specialist with TA support. The ethnographic approach will be implemented between the second and the third quarter.

With these two sources of information, the Community Mobilization Specialist will guide the NGOs in approaches, using the simple user-friendly instrument and ethnographic qualitative techniques to work with communities to develop community action plans appropriate for their needs. The process of data collection, focus groups and plans are inherently aligned. It is important to note that local definitions of leadership and other terms need to be incorporated into the framework for understanding community participation.

When NGOs are signed on in the third quarter, the Community Mobilization Specialist will work directly with them regarding the community mobilization component.

Table 6: Proposed Sub-Results for Community Planning Interventions

Results to Achieve	Evidence Base and/or Tools Development	Implementation Approach
ER 1. Community members ⁷ implement community-level activities to improve reading, and to improve local security.	Community focus groups both pre and post interventions to discuss goals, accomplishments, and challenges [ethnographic techniques] Apply a simple education status instrument to engage communities in monitoring reading activities	Support the development of community action plans, via financial or in-kind contributions
Parents engaged in educational activities	Please refer to Table 3: Expected Enrollment Results	

Private sector investment is not shown in the table above. The COP will be a liaison with the private sector, both in the RAAS and nationally, while the Community Mobilization Specialist will work with the communities. The COP will communicate the CARS approach both in education and security in order to begin the 4 year (and beyond) process of garnering funds to ensure a sustainable approach.

B.2. Communication Materials and Tools

It is essential that the community of development workers, educators, academics, politicians and others promote a shared vision of safety and security in the RAAS. For this reason CARS will promote an approach to communications which frames the communities for their attributes and not their deficiencies, highlighting best practices in reading and security (sub-component 2.2). The only way to achieve safety and security is to say it out loud on radio, to put it in print and in so doing hold CARS accountable.

Table 7: Proposed Sub-Results for Communication Materials and Tools

Results to Achieve	Evidence Base and/or Tools Development	Implementation Approach
ER1. Community members' knowledge of causes and factors associated with local crime and insecurity increased	Develop advocacy materials for crime and security to recruit and organize	Develop promotional materials on at least an annual basis (tri fold bulletin)
ER2. Community members understand the importance of reading for success	Develop advocacy materials for reading to recruit and organize	Develop promotional materials at least on an annual basis (tri fold bulletin)
ER 3. Youth can identify ways in which they can contribute to their communities	Via advocacy materials and in coordination with EFS	

⁷ Community members include parents, teachers, youth, community leaders and others

During the first six months, the CARS team will explore, with USAID and Nicaraguan experts, the approach to gender based violence. Research in Latin American countries suggests that reducing gender-based violence in culturally-diverse communities is one of the most important and crucial issues for overall violence reduction. Gender-based norms related to roles, masculinity and femininity are inextricably linked. Yet the causes and consequences are complex as they encompass culture, economics, ethnicity, age, among others. Thus, our team will implement a region-specific gender-based approach that takes advantage of the research on the role of men and women, and makes adjustments as necessary to the operating environment.

B.3. Capacity and Institution-Building for Community Action

The CARS team begins with the assumption that it has a role as a facilitator and must support what local NGOs (and communities) have, in practice, already been doing and utilize their feedback as input into the design of discrete interventions.

The competitive grants program of CARS (discussed above) is a tool for building the capacity of local organizations to improve reading and security outcomes in the RAAS over the life of the Activity and beyond. However, since the key result is about building collaboration and cooperation, a competitive process does not always support this end goal. Thus, an additional element of the capacity-building program will foster collaboration between NGOs and local actors who have been working to achieve the same results or “ends” of educational development in the region for hundreds of years.

CARS will host a large scale workshop at the end of Year 1 with best practices. The event will be held in Bluefields. Invitees will include education stakeholders from Nicaragua, including other NGOs and the private sector. Specifically, NGOs from CARS will participate. They will share their best practices from the field; specifically in schools. Practices may be related to the development of education materials, training plans and interventions in the community, among others.

Table 8: Proposed Sub-Results for Capacity-Building for Community Action

Results to Achieve	Evidence Base and/or Tools Development	Implementation Approach
NGOs in the RAAS implement lessons learned and/ or best practices shared	[inherently is to implement and practice the activities outlined above throughout year 1]	Organize a periodic conference to enable NGOs from throughout Nicaragua, with a focus on the RAAS to share best practices
A community of learning around the themes of early grade reading/ security established	Not applicable	Ongoing events and meetings such as the workshop discussed above and the sector tables.

In addition, it is important to generate knowledge based on the realities of the RAAS (sub-component 4.1). Therefore techniques will be employed which are grounded in community

characteristics. The Reading Specialist and the Community Mobilization Specialist will review and provide feedback to the M&E Specialist on the design of the simple tools used to collect quantitative and qualitative data on reading and security characteristics [as mentioned in IR 3 above]. In addition, the ethnographic methods, proposed in Section B1, will also inform knowledge generation.

Ultimately the knowledge is shared back with the communities and the broader array of stakeholders in the RAAS. In this way, the Communications Specialist will be substantially involved.

The primary activities include the qualitative and quantitative tools to collect data at the community level. This includes an instrument on school characteristics (the school population), participation characteristics and reading characteristics. The instrument(s) will be designed, piloted and finalized by March 2014.

Table 9: Proposed Sub-Results for Data for Decision-Making

Results to Achieve	Evidence Base and/or Tools Development	Implementation Approach
ER.1 New knowledge about relevant themes related to reading and crime/security generated	Data collected using a simple tool shared with communities	Not applicable
ER.2 Innovative community-led education and security best practices identified	Not applicable	Not applicable

C. USAID Data Support

CARS has a third sub-purpose, which includes providing direct support to USAID on data collection in the RAAS. It is important to consolidate USAID investment in the region. It is also important to align data with other initiatives in the region. For this reason CARS will work with USAID and its implementing partners in the region to create systems for data support. This is not anticipated until the end of Year 1. A final product will be a document which maps the different actors and their activities.

Table 10: Proposed Sub-Results for USAID Data Support

Results to Achieve	Evidence Base and/or Tools Development	Implementation Approach
ER 1. USAID has a better understanding of how different actors and activities are transforming targeted municipalities	Create a database related to DO2 program indicators and regularly collect data Collect, consolidate and report relevant information from MINED, other donors and stakeholders	Write brief memos to share this information with USAID

III. MANAGEMENT

This section presents the plan for start-up activities in Year 1. It also provides the approach for implementation.

A. Administrative Start-Up Activities

The DevTech team has already begun operations in Nicaragua. Chief of Party (COP), Megan Gavin, was in the DevTech Home Office for orientation and planning (including meetings on administrative procedures, initial start-up activities, budget, contractual obligations and deliverables). The COP then mobilized directly to Managua in early November and began operating on a temporary basis from CARE's offices in Managua. All Key Personnel were hired and were present for USAID's post-award meeting in Managua on November 14th.

The team has also located viable options for office space in Bluefields to begin operations in the RAAS in quarter 2 and to facilitate the work of the technical units. The team is also in the process of hiring legal services to assist in DevTech's registration process in Nicaragua. An initial equipment purchase is underway and position descriptions for other local personnel are being distributed. Furthermore, DevTech has provided Letters of Authorization to its major subcontractors, CARE and RTI International.

The COP and M&E Specialist are in the process of preparing the M&E plan, baseline data collection and impact studies for efficient management of time and financial resources throughout CARS.

Community characteristics. The CARS team has started to consolidate existing literature and provide descriptions of the characteristics of the communities of the five municipalities of the RAAS; this will be led by the Community Mobilization Specialist.

Inventory of reading materials. In order to build on the previously developed experiences in the RAAS, the Reading Specialist has started to create an inventory of materials which exist in the RAAS for grades 1-3.

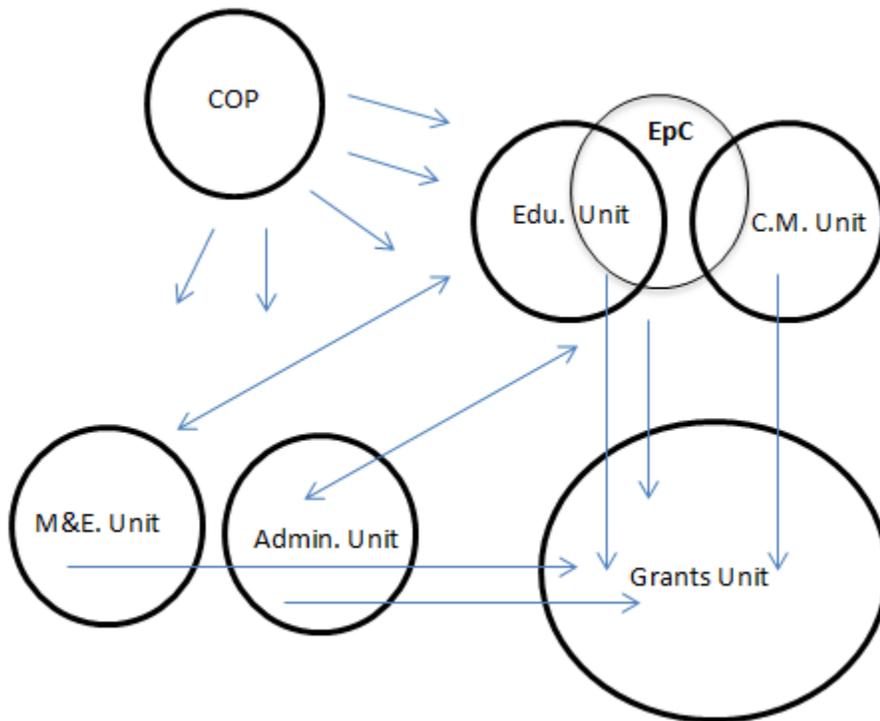
B. Organizational Structure

The COP is responsible for leading the CARS team including each of the following units that have been formed: Education (Edu.), Community Mobilization (C.M.), Monitoring and Evaluation (M&E) and Administration and Finance (Admin).⁸

Due to the interconnected nature of the Activity, these individual units also must support each other to accomplish the defined results. Ultimately each unit, as well as the COP, supports the Grants Unit. The Grants Unit, in turn, works with NGOs to achieve results. Figure 2, below, presents this information graphically. The specific responsibilities by unit are presented in Table 11.

⁸ The Communications Unit is not shown in this graphic as best practices for communications and dialogue about violence and security are yet to be determined in the region.

Figure 2: Organizational Structure (as of December 4, 2013)⁹¹⁰



The CARS field team will be supported by Nicaraguan and international experts in preschool education, grants management, organizational development, gender, and other technical areas as required by CARS (Short-Term Technical Assistance, see Table 12). In addition, the CARS field team will be supported by DevTech’s home office with procurement, hiring, technical and contractual support.

⁹ Knowledge management falls under M&E.

¹⁰ The CoP is responsible for leading the CARS team, she is responsible for providing administrative but also technical leadership. Participation in international conferences (e.g. CIES, 2014) would provide the enrichment required to do so and would develop relationships for CARS to present its work in the future.

Table 11: Unit Responsibilities

Unit (Staff)	Unit Lead	Responsibility
Education Unit (Reading Specialist, Reading Facilitators, STTA)	Melvin James Olegarios, Reading and Education Specialist	<ul style="list-style-type: none"> Develop and oversee the quality of instructional materials, in coordination with local expertise Develop training plans and oversee the quality of training provided to and via NGOs Coordinate and provide technical support/ oversight of the EpCs Provide technical input to the M&E Unit on education indicators, and provide technical oversight to the Grants Unit
EpC Unit	Santiago Gonzalez, Thalia Dixon	<ul style="list-style-type: none"> Coordinates between the Education and Community Mobilization units to provide direct services to youth/ children in communities and with NGOs Academic reinforcement activities for out of school youth in Language/ Mathematics Development of activities to improve self-esteem and values Activities for recreation and the development of social skills A basic school packet to ensure students go to school
Community Mobilization Unit (Community Mobilization Specialist, EpC Specialist, EpC coordinator, STTA)	Roberto Hodgson, Community Mobilization Specialist	<ul style="list-style-type: none"> Develop and oversee the quality of materials developed for communities, this entails working closely with the Reading Specialist and Community Mobilization Specialist Coordinate activities with the M&E Unit to define indicators that are representative of the realities of local communities, and be able to measure results Coordinate with the Grants Unit to ensure that indicators related to community mobilization and security are on track Engage with international experts on crime and violence and research methodologies to implement in communities
M&E Unit (M&E Specialist, M&E coordinator, COP support)	José Ramón Laguna, Monitoring and Evaluation Specialist	<ul style="list-style-type: none"> Coordinate with the entity that is conducting the impact evaluation and other studies as needed and per tasks distribution. Provide specific technical and managerial oversight of monitoring and evaluation design, implementation, and reporting Work closely with grantees to collect data: a) to report on progress toward results targets; b) on other USG and donor agency projects in the RAAS; and, c) collect and analyze available secondary data. Introduce sound standardized statistical sampling methodologies and survey procedures to enable USAID to determine changes that can be clearly attributable to its interventions Hold periodic feedback meetings with the community at the municipal and regional level to ensure that they are engaged in the M&E process and use data for decision making Establish a clearinghouse that will capture the CARS indicators and data collected from other sources
Grants Unit (Grants Specialist, Administration and Finance Specialist, Administrative Assistant)	William Poling, Grants Specialist	<ul style="list-style-type: none"> Prepare, track, and manage each grant Issue a RFA to receive grant applications select awardees Carry out the OCAs Work with grantees to remedy any compliance issues and provide support and training as necessary Coordinate with the M&E, Education and Community Mobilization units
Communications (part-time person)	Communications Specialist (TBD)	<ul style="list-style-type: none"> Works throughout the Activity with the other units to create a streamlined communications program that reinforces all the activities carried out during implementation and creates messages that are culturally and linguistically appropriate for the region.

Table 12: Short-Term Technical Assistance

Name	Profile	Responsibility	Anticipated
Mercedes Gonzalez, Expert on the transition to the first grade	Former director of the Regional Initiative for Central America (RICA) Nicaragua project; experienced working with community-based preschools.	Active review of materials for the transition to the first grade and workshop(s) to NGO facilitators	March 2014- Aug. 2014 (30 days)
Kelly Bay, PhD, Political Science	Expert on research design and citizen participation in Nicaragua.	Guide the process of implementing focus groups in communities	Jan. 2014- June. 2014 (30 days)
Jacqueline Sánchez, Silvia González, Zoila Connoly (potential candidates)	Experts in the revision of USAID products including under the <i>Alianzas II</i> , <i>Excelencia</i> , BASE, BASE II.	Support the Reading Specialist in the package of materials to be provided to the NGOs, in coordination w/ local entities	Jan.- June 2014 (30 days each)
John Helwig, PhD, Educational Planning and Curriculum Dev.	30+ years of educational experience in Central America with USAID and other donors. Developed the EpC program. Managed TA from regional USAID project for the Nicaraguan Ministry of Education.	Work closely with the EpC Specialist, and serve as a liaison with Reading Specialist and Community Mobilization Specialist	Jan- March 2014 (15 days)
Vanessa Castro Cardenal, PhD, Planning and Evaluation of Public Policies	An expert on Early Grade Reading Assessments, preschool, and violence.	Support the M&E specialist and the Impact Evaluation team in the design of the longitudinal study on reading to prevent violence (see Annex B); support to the training for EGRA baseline, and the Reading Campaign	Jan- March 2014; July-Sept. 2014 (30 days)
Samantha Akins, MSc, Social Policy and Planning	Managed two of USAID's largest grants programs and was responsible for a \$200M+ portfolio with over 900 activities. She is an expert in grantee capacity building, USAID regulations, and organizational strengthening.	Develop organizational capacity building plan and work closely with local team to develop training materials and guides	June- Aug. 2014 (ongoing)
Virginia Lambert, MA, Sociology	DevTech's Gender Practice Leader; she has worked on gender issues throughout Latin America and the Caribbean.	Gender Analysis	June- Aug. 2014
Javier Corrales, PhD, Political Science	His publications focus on parental participation in education and what motivates participation. He is an expert in the Civic Engagement for Education Reform in Central America (CERCA) /USAID approach and the use of information to promote participation.	Provide an academic framework & analysis on "participation" in the RAAS	June-Aug. 2014
Alec Gershberg, PhD, Regional Science	Professor and Chair of the Urban Policy and Management program at Milano New School University, NY. He is a former Senior Education Economist at the World Bank.	Use an academic framework on "accountability" to analyze Autonomy in the RAAS; see Annex B. for detail on this study	June-Aug.2014

IV. SCHEDULE FOR DELIVERABLES AND TECHNICAL PRODUCTS TABLE –FISCAL YEAR 2014

Per agreement with USAID during the Post-Award briefing, all draft deliverables will be submitted electronically only. Final versions (after COR approval) will be delivered in hard-copy and submitted to DEC in accordance with the terms of the contract.

Table 13: Schedule for Contract Deliverables (Section F)

Contract Deliverable (non-financial)	Due Date - Draft	
Annual Work Plan, Budget, and Environmental Mitigation and Monitoring Plan	FY 2014 Work Plan Due: December 4, 2013	
Quarterly Reports: In January 2014, the Chief of Party and the COR will review the format of the quarterly report. <i>English only.</i>	FY 2014 Quarterly Reports January 30, 2014 April 30, 2014 July 30, 2014	
Annual Report: In August 2014, the Chief of Party and the COR will review the format for the Annual Report. As an optional product , an extended executive summary will be prepared in Spanish 30 days after COR approval of the final report to be available for partners and stakeholders.	FY 2014 Annual Report October 30, 2014	
Bulleted Monthly Reports: The COP will submit via email on the 1 st of each month a 1-2 page summary of major activities and accomplishments during the previous month (starting 1 November). The report will outline upcoming activities, deliverables submitted. <i>English only.</i>	1 November 1 December 1 January 1 February 1 March 1 April	1 May 1 June 1 July 1 August 1 September 1 October
Monitoring and Evaluation Plan: The Monitoring and Evaluation Plan will respond to the requirements of the contract and USAID's Performance Management Plan (PMP) and the Monitoring and Evaluation Plan for the larger Development Objective 2 Project: "Safety and Competitiveness of At-risk Children and Youth on the Caribbean Coast Improved." <i>English only.</i>	December 11, 2013	
Branding and Marking Plan: Plan that follows the requirements for acquisition-awards. <i>English only.</i>	November 26, 2013	
Grants Manual: Presented to the Contracting Officer for approval. <i>English only.</i> Following approval, parts of the manual will be translated into Spanish for the benefit of potential grantees.	November 26, 2013	
Sustainability Plan: The Sustainability Plan will identify which aspects of CARS that USAID can expect to see sustained after the contractor intervention and will provide details on the steps to be taken to achieve sustainability.	March 28, 2014 (6 months after award)	

Table 14: Schedule for Contractor-Developed Products

Product	Target Date	Assumption(s) for Completion
Supplemental Early Grade Reading Materials Developed	March 31, 2014	STTA and corresponding University/ NGO willing and able to complete deliverable
Revised EpC materials for the RAAS	March 31, 2014	CARE (as member of the CARS team) is able to work closely with partners and stakeholders in field to revise approach
Review other like materials developed by USAID, such as the materials developed under the Alliances2 Activity.	June 30, 2014	Team is able to gather related materials.
Core Curriculum for Diploma Program	June 30, 2014	Local NGO/University is able and willing to complete deliverable
Revised Transition to the First Grade Materials	June 30, 2014	STTA able to work with local stakeholders in the region to develop and work with model
Report card instrument (simple, user friendly) to inform community plans	June 30, 2014	Adequate time to get to field to determine local needs to reporting and data collection
Trifold Bulletin produced capturing best practices in the RAAS	December 31, 2014	Best practices are captured and shared by NGOs and provided to CARS
Consolidated user-friendly report (photographs, best practices etc.) to share with partners in the RAAS and nationally	December 31, 2014	Best practices are captured and shared by NGOs and provided to CARS

V. PRELIMINARY ENVIRONMENTAL MITIGATION AND MONITORING PLAN

It is expected that most of the potential issues or aspects of CARS that are identified in the Initial Environmental Examination will not occur during Year 1 (Fiscal Year 2014). Nevertheless, this preliminary plan identifies the potential proposed activities within the scope of the award. The plan with the requisite tables will be included as part of the M&E plan.

Table 15: Preliminary Environmental Mitigation and Monitoring Plan

Issue or aspect of intervention/task	Environmental Impact The intervention/task may...	Mitigation	Monitoring Indicator	Frequency, location and responsibility of monitoring
Community Action Plans <i>Contract includes: installing lighting and fences. [In-kind contributions not expected in FY 2014]</i>	<ul style="list-style-type: none"> • Create artificial barriers (fences) that change grading • Removal of vegetation • Use inappropriate materials • Create increased waste from materials • Increase electricity usage • Create noise pollution (this would entail the sound of machinery) • Deposit of debris from construction • Use of paint, lumber 	<ul style="list-style-type: none"> ▶ As part of the community action planning process, CARS will include packages on environmentally-responsible safety-related options. The activities will be focused on youth who are involved in environmental advocacy. ▶ Municipalities have regulations in place and permitting for fencing. All in-kind contributions will be required to follow these regulations related to water drainage and grading. ▶ Re-vegetate with native and/or non-evasive species. ▶ An approved usage of fencing and lighting materials will be developed and provided to the communities in accordance with best practices. ▶ A waste disposal plan will be prepared and as feasible municipal disposal facilities will be utilized. ▶ Locations for lighting are expected to be in areas with access to the existing grid and should not dramatically change levels. As feasible, solar power lighting will be identified. ▶ Work should be completed during hours that do not interfere with the primary-use of the facilities. 	<ul style="list-style-type: none"> • Approved list of materials provided to communities • Photographs of materials disposal • Listing of appropriate plants and vegetation • Before/After photographs 	CARS M&E Unit will conduct periodic review (before and after installation, and on an annual basis)

Issue or aspect of intervention/task	Environmental Impact The intervention/task may...	Mitigation	Monitoring Indicator	Frequency, location and responsibility of monitoring
Establishment of EpCs (<i>Communities are required to provide the spaces for the EpCs with their own funds</i>) [This is a Fiscal Year 2014 intervention]	<ul style="list-style-type: none"> • Use lead paint • Create increased waste from materials • Use inappropriate materials • Install inappropriate/insufficient systems for water and septic system • Increase Water use • Create noise pollution 	<ul style="list-style-type: none"> ▶ CARE (the subcontractor working on this activity) will include as part of its start-up discussions with the communities materials on the environmentally responsible repair and rehabilitation of facilities. ▶ An approved use of materials will be developed¹¹ and no location can be selected that requires a new septic system. If the location cannot utilize these materials then the location will not pass the appropriate learning facility approval. ▶ A waste disposal plan will be prepared and as feasible municipal disposal facilities will be utilized. ▶ All EpC locations should be in existing structures that provide community services thus increased water use and septic use should not change the water tables in the area served. ▶ Work should be completed during hours that do not interfere with the primary-use of the facilities. 	<ul style="list-style-type: none"> • Approved list of materials provided to communities • Listing of types of materials required to rehabilitate the space • Photographs of materials disposal • Listing of type/appropriateness of water system improvements • Before/After photographs of spaces 	CARE will have primary responsibility for ongoing monitoring. CARS M&E Unit will conduct periodic review (before and after the construction, and on an annual basis)

¹¹ The approved list of materials will be reviewed with the COR and Mission Environmental Officer. The initial list includes: i) non-lead paint; ii) aluminum tin sheets for roofs; iii) non-precious woods.

ANNEXES

Annex A: Implementation Plan

Annex B: Detail of Studies under CARS

Annex C: EpC Rollout Plan

Annex D. Detailed Budget [submitted under separate cover].

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Annex A: Implementation Plan

Description of Activities	Responsible	Year 1			
		Q1	Q2	Q3	Q4
		O-D	J-M	A-J	J-S
IR 1: Reading Performance Improved					
A. Reading fluency and comprehension skills improved					
INTERVENTION: PROVIDE SCHOOLS MATERIALS & METHODS					
--Review existing reading and curricula and material	Reading Specialist (facilitators/ TA)				
--Develop an improved instruction methodology					
--Develop supplementary reading materials					
--Train selected NGO (grantees) on reading methods [ongoing]					
INTERVENTION: DIPLOMA PROGRAM					
--A weekend scholarship diploma program for pre/ in service teachers	Reading Specialist (local University/ NGO)				
--Develop the core content which teachers must know to teach					
--Continuous teaching-learning w/ small group of teacher scholars					
B. Providing Education Services to 12,500 Children (Life of Contract target)					
INTERVENTION: APPLY PROMISING PRE-SCHOOL PRACTICES					
--Review and adjust current pre-school curriculum	TA w/ Reading Specialist				
--Adapt the EXCELENCIA modulos on transition to first grade					
--Train NGO facilitators on the modules & ongoing support					
INTERVENTION: ESTABLISH COMMUNITY & FAMILY BASED PRE-SCHOOL APPROACHES					
--Train and coach NGO facilitators on the EXCELENCIA modulos*	TA w/ Reading Specialist				
--Develop materials and train parents to use them in the home					
--Work with youth organizers to support community pre-schools					
--Provide ongoing support for the community based pre-schools					
INTERVENTION: SPACES TO GROW (EpCs)					
--Review the existing EpC model with partners in the RAAS, e.g. EFS	EpC specialist (with Reading/ Mobilization) &TA				
--Review the existing EpC model with other edu models					
--Begin implementing approach in pilot communities					
--Roll out via NGO grants*					
C. Capacity-Building to Improve Reading					
INTERVENTIONS: Training and Technical Assistance & Subgrants					
--Initial survey of NGOs in RAAS, categorize for assistance	Grants Unit, HO, TA, CoP				
--Conduct baseline capacity assessments of selected NGOs					
--Conduct competitive grants process					
--Provide ongoing support and monitoring of NGOs					
--Additional awards and rollout					

Description of Activities	Responsible	Year 1			
		Q1	Q2	Q3	Q4
IR 3: Community Engagement in Creating Positive Environment for At-Risk Children and Youth Increased					
A. Interventions to Improve Community Planning					
INTERVENTION: SIMPLE DATA CARD & DECISIONS					
-- Design a report card for data on reading/ community security	Community Mobilization Specialist & ME				
--Design a training plan to use the report cards for creating plans					
--Train NGOs on the use of the cards & development of plans					
-- Use report cards and plans in communities to mobilize activities					
INTERVENTION: QUALITATIVE ASSESSMENTS					
--Conduct a general characterization of the communities in the RAAS	TA support to Community Mobilization Specialist.				
--Hold focus groups with communities to inform design and analysis					
--Work with youth/univeristy students to conduct focus groups					
--Provide input to NGOs on community plans & workshops					
B. Communication Materials and Tools					
INTERVENTION: COMMUNITY ENGAGEMENT					
--Radio spots launched in the RAAS, RAAN & Pacific	Communications Specialist; CoP				
--Publications in the magazines that support the culture of the RAAS					
--Dissemination of trifold bulletins on simple reading activities					
--National events and exchanges to garner momentum/resources		TBD			
C. Capacity-Building					
INTERVENTION: INFORMATION AND EXPERIENCE EXCHANGE					
--Organize periodic converage for national and regional exchange	NGO Unit w/ CoP				
--Organize municipality to municipality exchanges					
--Deseminate/ share findings from exchanges (online, trifold)					
INTERVENTION: DATA FOR DECISION-MAKING (COMMUNITIES)					
--Design instrument to collect data- reading, community characteristics	M&E Unit in coordination with all components				
--Pilot instrument					
--Collect data [via NGOs]					
--Collect data [via CARE]					
USAID Data Support					
--Review existing data	M&E Unit in coordination with other stakeholders				
--Create a simple data base					
--Provide a consolidated report to USAID					
MANAGEMENT PLAN					
Accrual Report	COP and Admin				
Annual Work Plan and Budget					
Quarterly Report					
Annual Report					
M&E Plan					

Annex B: Detail of Studies under CARS

Qualitative Study on Horizontal Decentralization and Education

A qualitative study on horizontal decentralization and accountability in the education sector for results will be produced as the *Sistema Educativo de las Regiones Autónomas* (Autonomous Regions Educational System) (SEAR) system is a unique example. This study is based on Gershberg et al. revised accountability framework which is revised framework from the World Development Report 2004. The framework examines information and accountability mechanisms; however it does not take into account regional governments, including education systems. The study also examines questions related to resource allocation in the context of “horizontal decentralization” (see Arnove and Torres 1999). The perspectives of local actors in the SEAR will be particularly important. The experience in the RAAS as a case study will be an excellent supplement for the work [Alec Gershberg, Ph.D.];

Longitudinal Study

CARS will carry out a longitudinal study whose duration corresponds to the Activity (4 years); it is proposed to monitor a representative sample of children and their families in the RAAS. The sample should be random and with a 95% of level of confidence. Additionally, the sample will consider attrition effect.

The main objective is to study the relationship between Early Grade Reading starting from the transition to the first grade through third grade and its relationship with crime and violence (cognitive and non-cognitive development skills).

The null hypothesis for this research is “Access to quality education with emphasis on social-emotional and pre - reading skills (sounds, listening and vocabulary) is a critical way to neutralize toxic stress and negative consequences of children living at risk in crime and insecurity”.

The methodology proposed to collect data would combine qualitative and quantitative techniques of a significant sample (5% sampling error). Qualitative techniques include interviews to parents and teachers and a combination of focus groups with principal actors in some communities. Quantitative techniques include application of parents’ questionnaires and standard tests for children in preschool and early grades. The instruments will be adapted using EGRA of RTI and PRIDI of IADB.

CARS proposes Dr. Vanessa Castro Cardenal to lead this research, she has more than 30 years in the area of educative evaluation and has the necessary expertise to create a high-quality product.

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Annex C: EpC Rollout Plan

- 1) CARS is using the term educational communities to denote a broad array of stakeholders: students, teachers, parents, and, as feasible, other community members.
- 2) The total geopolitical communities are 187. Of the 187 communities, EpCs will be established in 100 geographical communities based on what is perceived as reasonable based on the understanding of the territories.
- 3) In general terms, the communities were selected in consultation with local education authorities (SEAR) based on data regarding most vulnerable communities and neighborhoods and at-risk populations. This is where EpCs will target. Useful materials include:
 - a. A draft instrument for criteria to select beneficiaries and definition of beneficiaries
 - b. A first phase implementation plan; the names of the schools and their neighborhoods/communities are included below for your convenience
 - c. A second phase implementation plan. Note all of these dates and numbers are tentative pending discussions with USAID and Mathematica.
 - d. With regard to impact, qualitative changes can be seen within three months at the earliest, especially with regard to motivation and keeping children in school, changes in literacy can take longer and can be measured in 2 years.

Phase	Number of schools by Municipality	Number of children	When?
Phase I (10 EpCs) Starting implementation 03/24/2014	Bluefields-5 EpCs Kukra Hill-3 Corn Island-2	Total: 300 children	Year 1
Phase II (40 EpC) Starting implementation the 08/04/2014	Bluefields-17 EpCs Kukra Hill-7 Corn Island-3 Pearl Lagoon-10 Karawala-3	Total: 1,200 children	Year 1
Phase III (60 EpCs) Starting implementation 02/20/ 2015	Bluefields Kukra Hill Pearl Lagoon; and pending	Total: 1,800 children	Year 2
Phase IV (58 new EpCs) Starting implementation 08/08/2015	Bluefields Kukra Hill Pearl Lagoon, and pending	Total: 1,740 children	Year 2

Phase I-Roll out of EpCs (Period First phase March 2014, Second phase Aug. 2014).

Phase I school communities:

Municipality	Community	School
Bluefields	Bluefields/Barrio 19 de Julio	Rubén Darío
	Bluefields/Barrio Pancasan	Monseñor Shaefer
	Bluefields/Barrio Beholden	Dinamarca
	Bluefields/Barrio El Canal	Menorca
	El Bluff	Virgen del Carmen
Kukra Hill	El Panchón	Emanuel Mongalo
	La Fonseca	María Auxiliadora
Corn Island	Corn Island/North End	Rigoberto Cabezas operating in Alva Hooker School
	Corn Island/ Queen Hill	Essie Nixon

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