

2. AMENDMENT/MODIFICATION NO. 0002	3. EFFECTIVE DATE Execution	4. REQUISITION/PURCHASE REQ. NO. jsnook	5. PROJECT NO. (If applicable)
6. ISSUED BY U.S. Department of Labor, ETA/OGCM Division of Contract Services 200 Constitution Avenue, NW Room N-5425 Washington DC 20210	CODE ETA	7. ADMINISTERED BY (If other than Item 6) U.S. Department of Labor, ETA Office of Job Corps 200 Constitution Avenue, NW Room N-4460 Washington DC 20210	

8. NAME AND ADDRESS OF CONTRACTOR (No., street, county, State and ZIP Code) To all Offerors/Bidders	(X)	9A. AMENDMENT OF SOLICITATION NO. DOL041RP00031
	X	9B. DATED (SEE ITEM 11) 07-07-2004
		10A. MODIFICATION OF CONTRACT/ORDER NO.
		10B. DATED (SEE ITEM 13)

11. THIS ITEM ONLY APPLIES TO AMENDMENTS OF SOLICITATIONS

The above numbered solicitation is amended as set forth in Item 14. The hour and date specified for receipt of Offers is extended, is not extended. Offers must acknowledge receipt of this amendment prior to the hour and date specified in the solicitation or as amended, by one of the following methods:
 (a) By completing Items 8 and 15, and returning 0 copies of the amendment; (b) By acknowledging receipt of this amendment of each copy of the offer submitted; or (c) By separate letter or telegram which includes a reference to the solicitation and amendment numbers. **FAILURE OF YOUR ACKNOWLEDGMENT TO BE RECEIVED AT THE PLACE DESIGNATED FOR THE RECEIPT OF OFFERS PRIOR TO THE HOUR AND DATE SPECIFIED MAY RESULT IN REJECTION OF YOUR OFFER.** If by virtue of this amendment you desire to change an offer already submitted, such change may be made by telegram or letter, provided each telegram or letter makes reference to the solicitation and this amendment, and is received prior to the opening hour and date specified.

12. ACCOUNTING AND APPROPRIATION DATA (If required) N/A

13. THIS ITEM APPLIES ONLY TO MODIFICATIONS OF CONTRACTS/ORDERS, IT MODIFIES THE CONTRACT/ORDER NO. AS DESCRIBED IN ITEM 14.

(X)	A. THIS CHANGE ORDER IS ISSUED PURSUANT TO: (Specify authority) THE CHANGES SET FORTH IN ITEM 14 ARE MADE IN THE CONTRACT ORDER NO. IN ITEM 10A.
	B. THE ABOVE NUMBERED CONTRACT/ORDER IS MODIFIED TO REFLECT THE ADMINISTRATIVE CHANGES (such as changes in paying office, appropriation date, etc.) SET FORTH IN ITEM 14, PURSUANT TO THE AUTHORITY OF FAR 43.103(b).
	C. THIS SUPPLEMENTAL AGREEMENT IS ENTERED INTO PURSUANT TO AUTHORITY OF:
	D. OTHER (Specify type of modification and authority)

E. IMPORTANT: Contractor is not, is required to sign this document and return _____ copies to the issuing office.

14. DESCRIPTION OF AMENDMENT/MODIFICATION (Organized by UCF section headings, including solicitation/contract subject matter where feasible.)

(See Attachment)

Except as provided herein, all terms and conditions of the document referenced in Item 9A or 10A, as heretofore changed, remains unchanged and in full force and effect.

15A. NAME AND TITLE OF SIGNER (Type or print)	16A. NAME AND TITLE OF CONTRACTING OFFICER (Type or print) KEITH A. BOND Contracting Officer
15B. CONTRACTOR/OFFEROR _____ (Signature of person authorized to sign)	15C. DATE SIGNED
	16B. UNITED STATES OF AMERICA BY _____ (Signature of Contracting Officer)
	16C. DATE SIGNED

CONTINUATION PAGE

August 11, 2004

NOTICE TO ALL OFFERORS

REFERENCE: AMENDMENT NO. 2
 DOL041RP00031

Additional information has been requested by prospective offerors and it has been determined by the Contracting Officer that this information be made available to all bidders. The closing date and time for the receipt of proposals is Wednesday, August 18, 2004, at 2:00 p.m., local time.

Keith A. Bond

KEITH A. BOND
Contracting Officer

Attachment(s)

14. DESCRIPTION OF AMENDMENT/MODIFICATION (Continued)

A. Section M – EVALUATION FACTORS FOR AWARD, is hereby deleted in its entirety and replaced with the following:

SECTION M - EVALUATION FACTORS FOR AWARD

M.1 NOTICE LISTING SOLICITATION PROVISIONS INCORPORATED BY REFERENCE

The following solicitation provisions pertinent to this section are hereby incorporated by reference (by Citation Number, Title, and Date) in accordance with the FAR provision at FAR "52.252-1 SOLICITATION PROVISIONS INCORPORATED BY REFERENCE" in Section L of this solicitation. See FAR 52.252-1 for an internet address (if specified) for electronic access to the full text of a provision.

NUMBER	TITLE	DATE
52.217-3	EVALUATION EXCLUSIVE OF OPTIONS	APR 1984

M.2 BASIS FOR AWARD (BEST VALUE)

The Government intends to evaluate proposals using a two-step methodology. The first step will involve the evaluation of the offeror's TECHNICAL APPROACH, INDIVIDUAL STAFF EXPERIENCE AND QUALIFICATIONS, LETTERS OF INTENT, and PRICE (evaluation factors A, B, E, and F listed below). Based on these evaluations, a Competitive Range (FAR Part 15) consisting of the most highly rated proposals will be established.

The second step will involve evaluation of ORAL PRESENTATION AND CONTRACTOR'S PAST PERFORMANCE of each offeror within the Competitive Range. The ORAL PRESENTATION will consist of the offeror's Capability to Perform the Work (evaluation factor C listed below). Past Performance will be evaluated in accordance with Section L.5 of the solicitation and evaluation factor D listed below. Therefore, each offer should contain the best terms from a cost or price and technical standpoint.

A cost realism analysis will be performed for all technically acceptable offerors. Contract award will be based on the combined evaluations of the Contractor's Capability to Perform the Work, Technical Approach, Individual Staff Experience and Qualifications, Contractor's Past Performance, and Price. The contract resulting from this solicitation will be awarded to the responsible offeror whose offer, conforming to the solicitation, is determined to provide the "best value" to the Government, which may not necessarily be the proposals offering the lowest cost nor receiving the highest technical score. It should be noted that cost is not a numerically weighted factor.

Although non-cost factors are significantly more important than cost, cost is an important factor and should be considered when preparing responsive offers (proposals). The importance of cost as an evaluation factor will increase with the degree of equality of the proposals in relation to the remaining evaluation factors.

When the offerors within the competitive range are considered essentially equal in terms of technical, past performance and other non-cost factors (if any), or when cost is so significantly high as to diminish the value of the technical superiority to the Government, cost may become the determining factor for award. In summary, cost/non-cost trade offs

will be made, and the extent to which one may be sacrificed for the other if governed only by the tests of rationality and consistency with the established factors.

Prospective contractors are advised that the selection of a contractor for contract award is to be made, after a careful evaluation of the offers (proposals) received, by a panel of specialists chosen by DOL/ETA. Each panelist will evaluate the proposals for technical acceptability using a range of scores assigned to each factor. The factors are presented in the order of emphasis that they will receive (i.e., Factor A has the greatest weight, Factor B the second greatest weight, etc.). The scores will then be averaged to select a contractor for award on the basis of their proposal being the most advantageous to the Government, price and other factors considered.

M.3 EVALUATION CRITERIA AND BASIS FOR AWARD (BEST VALUE)

Evaluation criteria are as follows:

A. TECHNICAL APPROACH (60 points)

The offeror's technical approach should reflect an understanding of the Job Corps program and innovative approaches in assisting the Office of Job Corps in successful accomplishment of all phases of the RFP specifically, operational plan - design, implementation, project management and monitoring and reporting. The offeror should demonstrate an understanding of each phase, task, and subtask, described in Section C of the Solicitation.

PLEASE BE ADVISED THAT PROPOSALS WILL BE EVALUATED ON THE FOLLOWING FACTORS:

Technical Approach Part I - Student Training (30 points)

(i) Clear articulation of the unique challenges and opportunities that a large national residential youth training program like Job Corps faces in continually improving the academic program for its student population in each of the following areas:

- a. Academic assessment
- b. Setting academic standards for basic skills programs, high school and GED programs
- c. Preparing standard curricula
- d. Providing ESL programs
- e. Incorporating computer-based technology in student training
- f. Serving students with learning disabilities

(ii) Comprehensive understanding of the U.S. high school educational system - including a basic understanding of state and local educational program structures (for public, alternative, charter, private and online schools) and impacts of current federal No Child Left Behind legislation.

(ii) Demonstrated knowledge of the fundamentals of the TABE (Tests of Adult Basic Education), GED, high school exit exams and assessments for English language proficiency.

(iii) Clear description of the components of eLearning systems that vocational/education training programs typically use (with examples) to assess students' skills, prepare individualized learning plans, make assignments and track student progress.

(iv) Demonstrated understanding of the features of online program and course content that best support educational/vocational training for disadvantaged youth.

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(v) Clear understanding of the technology infrastructure requirements to support effective establishment and growth of an eLearning system in a vocational/educational program like Job Corps that serves 70,000 students in 118 centers each year.

(vi) Clear description of the application of continuous quality improvement processes in educational settings - with an emphasis on using data to make program decisions at all levels of the system from administrators to instructors.

(vii) Complete articulation of the contractor's experience in assisting education and training organizations in strategic planning, implementation and evaluation of education programs, and planning and management of eLearning systems to support education programs. Comprehensive proposal for taking steps to assist Job Corps in these areas, based on the contractors' previous experience.

(viii) Comprehensive description of the contractors' experience in helping education and vocational training organizations develop and maintain high quality programs to support students with learning disabilities and a proposal for steps to assist Job Corps, based on previous experience.

(ix) Complete description of the contractors' experience in helping education and vocational training organizations develop and maintain ESL programs and a proposal for Job Corps based on the contractor's experience.

Technical Approach Part II - Staff Training (30 points)

(i) Description of model programs for teacher professional development that the contractor has assisted in developing for other education/vocational youth training programs and potential applications for Job Corps.

(ii) Description of systems the contractor has used to help teachers and other staff in utilizing technology in student training and examples of how the contractor could apply these to Job Corps.

(iii) Clear understanding of the Youth Development Apprenticeship Program and other third party certification models for youth workers.

(iv) Demonstrated knowledge of the "resiliency model" for training staff in the principles and practice of a positive youth development approach.

(v) A clear understanding of positive youth development principles and practices, and a description of how this approach has been implemented in other programs or systems developed by the contractor.

(vi) Clear description of training that the contractor has developed and assisted in implementing for residential advisors in youth educational/vocational programs.

(vii) Familiarity with case management approaches to working with disadvantaged youth and systems to help staff work with students to set students' goals and track students' progress throughout their career training.

(viii) Detailed descriptions of support that the contractor has provided to other youth career training programs in providing conferences, workshops and technical assistance to train staff. This would include names of contact people in organizations who could provide references concerning the training provided.

(ix) Detailed descriptions of pilot projects that the contractor has assisted in developing and implementing in education/vocational training programs for youth.

(x) Detailed descriptions of the contractor's understanding of the uses of technology in training teachers and other youth workers and the contractor's experiences in utilizing different types of technology in staff training.

B. INDIVIDUAL STAFF EXPERIENCE AND QUALIFICATIONS (30 points)

This section of the proposal shall provide sufficient information for judging the quality and competence of staff proposed to be assigned to the project to assure that they meet the required qualifications. Successful performance of the proposed work depends heavily on the qualifications of the individuals committed to this project, and the adequacy of the time commitment for each individual in relation to the specific tasks that they will perform. The proposal shall include the current employment status of personnel proposed for work under this RFP, i.e., whether these personnel are currently employed by the contractor or are dependent upon planned recruitment or subcontracting. Where subcontractors or outside assistance are proposed, organizational control shall be clearly delineated so as to demonstrate and ensure responsiveness to the needs of the Government.

The Government, in its evaluation of the contractor's proposal, will place considerable emphasis on the contractor's commitment of personnel qualified for the work involved in accomplishing the assigned tasks. Accordingly, the following information shall be furnished:

1. The proposed Project Director;
2. The proposed Project organization;
3. Letters of Intent for each professional personnel. Professional personnel are defined as all staff, excluding consultants and administrative staff;
4. A resume for each professional personnel to be assigned to the project. At a minimum, each resume shall include:

(a) The individual's current employment status and previous work experience, including position title, dates in position, duties performed, and employing organization. Duties shall be clearly defined in terms of the role performed, i.e., management, team leader, consultant. Also, indicate whether each individual is currently employed by the contractor, and (if so) for how long.

(b) A statement of the work that the individual has completed or which is currently underway for work that is relevant to the proposed work on the demonstration project.

(c) The individual's educational background;

(d) The position to which the individual would be assigned for the project and the type of work that they would perform in that capacity.

5. The time commitment of all professional personnel assigned to the project (the number of hours per month that each individual will devote to the project over its life)

PLEASE BE ADVISED THAT PROPOSALS WILL BE EVALUATED ON THE FOLLOWING FACTORS:

i) The experience and qualifications of the proposed Project Director for Student and Staff Training and the amount of time committed to the project. The Project Director should have a Master's degree from an accredited institution of higher education and have five years experience in managing or evaluating projects of similar size and purpose. The proposed Director should have demonstrated experience in planning, developing, managing and evaluating overall program activities and directing subordinate managers and staff. The proposed Project Director should also have demonstrated experience ensuring that operational planning and capabilities are continuously attuned to customer needs, market trends and changes in technology, as well as ensuring the financial and technical success of projects. The Project Director must be able to assist large educational/vocational youth training programs in developing, implementing and continuously improving educational programs. The Project Director should demonstrate strong facilitation skills, as well as have excellent communication skills, both orally and in writing. (Time Commitment - 25% to 50%)

(ii) The experience and qualifications of the proposed Project Director for Staff Development and the amount of time committed to the project. The Project Director for Staff Development must have a Master's degree in Education from an accredited institution of higher education. The Project Director for Staff Development should demonstrate experience in strategic planning, continuous quality improvement and program evaluation, innovative approaches to teacher education (including teacher-led professional development and learning communities). They should also have demonstrated knowledge of organizations and resources for on-going teacher professional development, the state teacher certification and re-certification requirements for academic instructors. The proposed Project Director for Staff Development should have knowledge and experience with traditional college and university programs for teacher certification as well as alternative teacher certification programs for academic instructors and a familiarity with staff development approaches for student counselors. Experience in staff development training for residential staff in programs to serve disadvantaged youth should also be demonstrated. The proposed Project Director for Staff Development should have experience in research, data collection and analysis, as well as have excellent communication skills, both orally and in writing. (Time commitment - 100% (full time))

(iii) The experience and qualifications of the proposed Student Training Manager and the amount of time committed to the project. The Student Training Manager must have a Master's degree in Education from an accredited institution of higher education. The Student Training Manager should demonstrate experience in strategic planning, continuous quality improvement and program evaluation, as well as in teaching disadvantaged youth in academic or vocational programs. The proposed Student Training Manager should also have experience in administering large educational/vocational programs for disadvantaged youth, students with learning disabilities and other disabilities, as well as the resources available to assist disabled students, as well as a familiarity with educational standards for competency-based high school and vocational training programs. The proposed Student Training Manager should demonstrate a familiarity with a wide range of high school programs for young adults, including alternative high schools, charter schools, online high schools and other distance learning programs, and a knowledge of state high school educational standards and exit exam requirements. The proposed Student Training Manager should have knowledge of a wide range of student learning styles and application of instructional strategies to address these learning styles (including self-paced instruction, project-based learning, blended learning approaches for the application of technology in classroom instruction). The proposed Student Training Manager have familiarity with case management systems to assist disadvantaged youth with their career development, strong analytical skills, as well as have excellent communication skills, both orally and in writing. (Time commitment - 100% (full time))

(iv) The experience and qualifications of the proposed Project Manager for eLearning Planning and Implementation and the amount of time committed to the project. The Project Manager for eLearning Planning and Implementation must have a Bachelor's degree from an accredited institution of higher education. The Project Manager for eLearning should demonstrate experience in strategic planning, continuous quality improvement and program evaluation, evaluation of Learning Management Systems and Learning Content Management Systems, educational software and online content to meet the needs of disadvantaged youth. The proposed Project Manager for eLearning should demonstrate knowledge of International Society for Technology in Education (ISTE) standards and familiarity with teacher professional development programs for helping teachers use computer-based technologies in training students. The proposed Project Manager for eLearning should also have demonstrated a familiarity with strategies and specific training and technical assistance resources to assist teachers in selecting and applying appropriate technologies to deliver student courses. The proposed Project Manager for eLearning should also demonstrate experience in research, data collection and analysis; facilitating meetings and conducting training sessions; as well as have strong analytical skills and excellent communication skills, both orally and in writing. (Time commitment - 100% (full time))

(v) The experience and qualifications of the proposed Student Curriculum Development and English as a Second Language (ESL) Specialist and the amount of time committed to the project. The Student Curriculum Development and English as a Second Language (ESL) Specialist must have a Masters Degree in Education with a specialty in curriculum development from an accredited institution of higher education and have expertise in the development of competency-based ESL curriculum with an emphasis on the workplace and contextual learning opportunities. Also, this Specialist must demonstrate familiarity with educational standards and a wide range of assessment tools for high school and adult basic education while showing an understanding of the challenges facing LEP individuals from a range of countries. Knowledge of multicultural communication and how to foster diversity in educational, residential, and/or workplace settings is required for this position. The proposed Student Curriculum Development and English as a Second Language

(ESL) Specialist should demonstrate experience in facilitating meetings and conducting training sessions; strong analytical skills; and excellent communication skills, both orally and in writing. (Time Commitment - 100% (full time))

(vi) The experience and qualifications of the proposed Learning Disabilities Specialist and the amount of time committed to the project. The proposed Learning Disabilities specialist must have a Masters in Education with a learning disabilities concentration from an accredited institution of higher education and certification as a reading specialist. Additionally, the Learning Disabilities Specialist must be familiar with and knowledgeable about accommodations and curriculum modification for students with learning disabilities including the different types of assistive technologies while demonstrating a knowledge about Section 504 and basic guidelines of the Adults with Disabilities Act. This position requires experience in teaching youth and young adults with learning disabilities in an adult education setting. While it is not required that the proposed Learning Disabilities Specialist be certified in Lindamood Bell and Orton Gillingham reading programs or have experience and training in assistive technologies, experience in these areas is highly desirable. The proposed Learning Disabilities Specialist should demonstrate experience in facilitating meetings and conducting training sessions; strong analytical skills; and excellent communication skills, both orally and in writing. (Time Commitment - 100% (full time))

(vii) The experience and qualifications of the proposed Project Assistant and the amount of time committed to the project. The proposed Project Assistant should have an associate level (2 year) or bachelor's degree from an accredited institution of higher education. The proposed Project Assistant must demonstrate strong organizational skills; extensive experience in planning and arranging conferences, meetings and training sessions; strong customer relations skills; and strong written and verbal communication skills. (Time Commitment - 100% (full time))

(viii) The time commitment of all personnel assigned to the project (the number of hours per month that each individual will devote to the project over its life), as well as "Letters of Intent" for each professional personnel.

(ix) A resume for each professional personnel to be assigned to the project. The individual(s) proposed professional personnel must have the educational and demonstrated work experience appropriate to their proposed positions. At a minimum, each resume shall include:

(a) The individual's current employment status and previous work experience, including position title, dates in position, duties performed, and employing organization. Duties shall be clearly defined in terms of the role performed, i.e., management, team leader, consultant. Also, indicate whether each individual is currently employed by the contractor, and (if so) for how long;

(b) A statement of the work that the individual has completed or which is currently underway for work that is relevant to the proposed work;

(c) The individual's educational background;

(d) The position to which the individual would be assigned for the project and the type of work that they would perform in that capacity; and

(x) Staffing charts listing names, qualifications, and experience of professional personnel (including outside consultants), staff time/time loading charts showing the amount of time each staff person will devote to each task and sub-task, and an indication of how staff will be allocated to perform all necessary field work during the project.

(xi) Letters of Intent for each professional personnel, including those designated in key personnel positions. Letters of Intent must include a statement that the individual will be available for the amount of time specified in the proposal. Letters of Intent must be signed (by both employer and employee/contingency hire), and dated. The Offeror shall provide letters of intent from current employees that state they: (1) will remain employed by the Offeror; and (2) will work for at least six months on the resultant contract if awarded to the Offeror. Letters of intent must also be submitted for contingency hires, defined as persons not currently employed but who have executed a binding letter of commitment for employment with the Offeror, if the Offeror receives award under subject solicitation.

C. CONTRACTOR'S CAPABILITY TO PERFORM THE CONTRACT (25 points)

The Government will evaluate each offeror's capability to perform the contract on the basis of its oral presentation and the responses it gives during the question and answer session that will follow the oral presentation. In making this evaluation, the government will consider an offeror's : (1) knowledge of the content of the work in terms of constituent activities, their inputs and outputs, and their interrelationships and interdependencies (See Section L.6 (5b)); (2) recognition of the appropriate sequence and realistic duration of the work activities (See Section L.6 (5c)); (3) knowledge of the appropriate types of resources required to perform the work activities (See Section L.6 (5d)); (4) familiarity with the difficulties, uncertainties, and risks associated with the work (See Section L.6 (5e)); and (5) knowledge of the personnel and subcontractor qualifications necessary to the performance of the work (See Section L.6 (5f)).

D. CONTRACTOR'S PAST PERFORMANCE (25 points)

This criterion shall represent 25% of the total score of the proposal. Past performance shall include evaluating offerors with no relevant performance history, and shall provide offerors an opportunity to identify past or current contracts (Federal, State and local government, and private) for efforts similar to the Government requirement. Offerors will be provided the opportunity to address unfavorable reports of past performance, if the offeror has not had a previous opportunity to review the rating. Offerors shall provide information on problems encountered on the identified contracts and the offerors' corrective actions. The Government shall consider this information, as well as information obtained from any other sources, when evaluating the offeror's past performance. The contracting officer shall determine the relevance of similar past performance information. Offerors shall submit past performance information regarding predecessor companies, key and subcontractors that will perform major or critical aspects of the requirement. Offerors without relevant past performance history or for whom information on past performance is not available may not be evaluated favorably or unfavorably on past performance. In this instance the offeror would receive a neutral score.

E. LETTERS OF INTENT - PRESENTERS (10 Points)

(1) Offerors are required to submit Letters of Intent for the five (5) presenters participating in the oral presentation (excluding observers). These Letters of Intent should include the presenters position/title for the project and state if they are employees of the prime contractor or subcontractor. The Letters of Intent must be binding signed by the employee and the employer of the firm.

F. PRICE

Cost Realism will be performed as part of the proposal evaluation process. The purpose of this evaluation shall be (a) to verify the offeror's understanding of the requirement; (b) to assess the degree to which the cost/price proposal reflects the approaches and/or risk assessments made in the technical proposal as well as the risk that the offeror will provide the services for the offered prices/cost; and (c) assess the degree to which the cost reflected in the cost/price proposal accurately represents the work effort included in the technical offer (proposal).

M.4 DETERMINING BEST OVERALL VALUE

In order to determine which offeror represents the best overall value, the Contracting Officer will make a series of paired comparisons among only those offerors that submitted acceptable offers (proposals). If, in any paired comparison, the offeror with the higher expected value also has the lower price, then the Contracting Officer will consider that offeror to represent the better overall value. If the offeror with the higher expected value has the higher price, then the Contracting Officer will decide whether the difference in expected value is worth the difference in price. If the Contracting Officer decides that it is, then they will consider the offeror with the higher technical score and the higher price to represent the

better overall value. If not, then the Contracting Officer will consider the offeror(s) with the lower technical score and the lower price to represent the better value. The Contracting Officer will continue to make paired comparisons in this way until they have identified the best overall value. Please be advised that in the event that the offerors within the competitive range are essentially technically equal in terms of technical, past performance other non-cost factors, and price, the Government reserves the right to award multiple contracts under this solicitation.

Pursuant to FAR Subpart 52.215-1 Instructions to Offerors - Competitive Acquisition, the Contracting Officer reserves the right to award without discussion to the source(s) whose offer is the most advantageous to the Government, price and other factors considered.

B. Requests for Clarification

1. In 14 A & B, Letters of Intent are required for THE (emphasis mine) five presenters. The paragraph numbered 4 in Section L.7 of the RFP states: "Offeror's presentation team: A maximum of five contractor personnel...may participate."

1a. Are you now requiring offerors to have five presenters or are offerors still free to propose fewer than 5 and submit letters of intent for just them? In other words, could we propose 3 presenters and submit those three letters of intent?

Answer: Offerors are not required to have five presenters. Offerors are free to propose fewer than five presenters and submit letters intent for just them.

1b. Are the letters of intent stipulated in the modification the same as, or in addition to the letters of intent required in M.3 B (Individual Staff Experience and Qualifications) # 3 Letters of Intent for each professional personnel, and again in paragraph (viii) of the same section?

Answer: They are in addition to the letters of intent required in M.3 B of the solicitation.

2. The RFP refers to a "Youth Development Apprenticeship Program" and the modification in question 21 refers to a "Youth Development Practitioner Apprenticeship project." Are these the same? If so which title should we use in the proposal?

Answer: Yes, they are the same thing. Use Youth Development Practitioner Apprenticeship project as your title.

3. Question 36's answer is "yes" to the question "Do you require Cost and Price Analysis...for the option years of the contract or just for the base year?" Please clarify if what you want is the base year or the base year plus the option years.

Answer: We are not requiring cost or price information for the option years, just for the base year.

4. The answer to Question 35 makes the contractor responsible for the costs of workgroup meeting participants and all costs associated with the meeting venue. Almost all of the tasks for both Student Training and Staff Development involve workgroups, meetings, pilots or trainings in which we assume Job Corps will have a significant role in determining: who the participants, where the pilots and trainings will be conducted and how many will be conducted.

In the interests of providing a level playing field and being able to fairly compare offers, can you provide plug numbers for participants, durations and locations for:

Student Training

- Task 1 -- workgroup for academic training plan
- Task 2 -- e-learning meetings
- Task 4 -- workgroup in the TABE
- Task 6 -- workgroups for reading and writing
- Task 8 -- workgroup for Learning Disability

Staff Development

- Task 2 -- strategic planning process
- Task 3 -- pilots for testing components of the professional development system
- Task 5 -- pilot program YDAP
- Task 6 -- pilot centers for resiliency model
- Task 7 -- training sessions for residential advisors
- Task 8 -- training and technical assistance to staff on PCDP

Answer: Respondents should use their own judgment regarding the required number of meetings and pilots for a given task. Here are a few general guidelines regarding the numbers of individuals for various settings.

- Small workgroups for academics, TABE, etc.: 8-12 field participants on average
- Task groups for larger tasks requiring a broad system-wide input (for example: eLearning) may require 15 - 20 participants.
- Pilot-center trainings and other training events typically involve from 2 to 3 center participants.

5. If we are to budget for the out-years, how do you want us to calculate the cost of the regional academic technology specialists? Since their roles and responsibilities are to be defined during the base year, at this moment we don't know what level of expertise we're looking for, nor do we know whether these positions will be full time, part time, or occasional.

Answer: Please see response to question 3.

6. Are you willing to consider an extension on the submission deadline?

Answer: The Government is not considering extension of the submission deadline.

7. According to FAR section 52.219-14, when describing limitations on subcontracting under a small business set-aside "At least 50 percent of the cost of contract performance incurred for personnel shall be expended for employees of the concern." Is this true even if the subcontractors are also small businesses?

Answer: Yes

8. Would it be possible for two small businesses to jointly prime a small business set-aside under a contract teaming arrangement? According to FAR Section 9.6 - - "Two or more companies form a partnership or joint venture to act as a potential prime contractor." What is the legal definition of "partnership" or "joint venture" under this section. Is a Memorandum of Understanding sufficient or would some other legal vehicle be needed?

Answer: Yes, it would be possible for two small businesses to jointly prime a small business set-aside under a contract teaming arrangement. Joint Ventures are allowed as long as their annual average receipts for the 3 preceding fiscal years fall within the size standard applicable to the industry under the North American Industry Classification System code designated for this solicitation. Joint Ventures are a

legal entity in the nature of a partnership engaged in the joint prosecution of a particular transaction for mutual profit. It is a grouping of two or more persons that, unlike a partnership, does not entail a continuing relationship between the parties.

Joint Ventures require a community of interest in the performance of the contracts or project, a right to direct and govern the policy in connection with the contractor project, and a duty, which may be altered by agreement to share both profit and losses. A Joint Venture Agreement should include the following information:

1. The date the Joint Venture Agreement (JVA) was made and between which parties;
2. Explanatory statement, i.e. why the JVA was established, and in response to RFP No., etc;
3. Organizational matters, i.e., formation of the JVA name.
 - a. Purpose of the JVA,
 - b. Principal office location,
 - c. Managing venture, which firm will manage the JVA,
 - d. Program manager,
 - e. Definition of the JVA's fiscal year
 - f. Bank Account(s) information
 - g. Books and Records, how the JVA will manage contract transactions
4. Capital Contributions, if applicable;
5. Capital Accounts;
6. Profits and Losses: Distributions;
7. Management of the JVA;
8. Proposal Efforts, i.e. subcontracting;
9. Obligations of Ventures, i.e. risks, liabilities, notifications, presentations, proposals costs;
10. Proprietary information;
11. Transfer of joint venture interests;
12. Withdrawal: termination, i.e. right to terminate JVA.
13. Dissolution and Winding – Up of the Joint Venture;
14. Effect of Dissolution, i.e. distribution of proceeds, etc;
15. Remedies; and
16. Signatures from both ventures, including titles, addresses and TIN #s.