STATEMENT OF WORK

Instructional Services

**Warning:**

The Statement of Work (SOW) paragraphs, Contract Data Requirements List (CDRL) items, and Data Item Descriptions (DIDs) identified for your type of acquisition are recommendations only. You are expected to modify or add SOW paragraphs, CDRLs, or DIDs to address the specific requirements of your program.

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# Overview

This Statement of Work describes the supplies and services required to provide instructional services.

# Applicable Orders And Directives

All contract personnel shall adhere to the policies and procedures established by the government. Such policies and procedures include, but are not limited to, those contained in the FAPM 410.

# Requirements

## Instructional Services - General

The contractor shall administer, manage, and perform the efforts described in this SOW. Except as otherwise stated in this SOW, the contract shall be performed using facilities, equipment, and materials provided or arranged for by the government. Physical facilities may be located at the FAA Headquarters, Washington, DC. at selected FAA field sites or other facilities arranged by the government. All learning activity, course development, course maintenance and revision, instruction and media support work for the FAA will be performed by contractor personnel.

Contract personnel performing instructional services will be members of curriculum teams along with members of the resident FAA staff and FAA personnel from FAA's Washington headquarters and field locations and should expect to carry out their assignments in a collaborative work environment.

## Contractor Personnel

### Administrative, Managerial and Supervisory

The contractor shall furnish all administrative, managerial, and supervisory personnel necessary to effectively perform the contract. These personnel shall provide the core of knowledge for the contractor to ensure uninterrupted performance at the required quality levels of the SOW.

### Security and Suitability Determinations

The Contracting Officer may require a security and/or suitability investigation of contract personnel at any time under this contract. When notified of this requirement, the contractor shall ensure that each contract employee completes the required security forms furnished by the Contracting Officer.

### Instructor Qualifications

Entry level qualifications for instructors are specified in paragraphs 7.2 through 7.4. of this SOW.

### Development of Contractor Personnel

The contractor shall design and implement an ongoing development program for instructors and key support personnel. The purpose of the program shall be:

1. To provide appropriate training and growth experiences, including experiential training that will ensure instructor demonstrated competency in the tools and techniques necessary to produce self-directed, enabled employees and work teams into the FAA workforce.
2. To make available ongoing opportunities such as academic graduate programs and alternative learning experiences for the purposes of personal and professional growth and development of contractor personnel. This program shall be updated as necessary to incorporate new and evolving training techniques and technologies as they emerge. The program and future updates shall be submitted to the FAA for approval.

### Qualifications Review

The contractor shall present all pertinent qualification credentials to the Contracting Officer (CO), or the authorized Contracting Officer's Representative (COR), for the subsequent review, approval or disapproval. The CO or the authorized COR, shall have final approval authority as to acceptance of all contractor nominated managerial, supervisory, and instructor personnel for the positions in this contract. The CO, or authorized COR, may waive the qualifications in accordance with the Exceptions to Qualifications provision in paragraph 7.2.2, which is applicable to all tasks.

## Instructor Recruitment

The contractor shall develop and maintain an acceptable instructor recruitment plan which will provide for a culturally diverse workforce. Thereafter, if at any time the instructor work force is not consistent with the instructor recruitment plan, the contractor shall advise the Contracting Officer and shall take appropriate remedial action.

### Right Of Rejection

The Contracting Officer may, in writing, require the contractor to relieve from classroom instruction duties any instructor whose performance under the contract is considered to be unsatisfactory or who is otherwise objectionable to the FAA as an instructor.

## Instructor Training Certification

### Developmental Instructor Program

The contractor shall design and implement a developmental instructor program that will result in newly-hired instructors becoming qualified to teach FAA selected courses. This program shall include the following learning activities:

 a. FAA Orientation

 b. Special Techniques Training

 c. Developmental Instructor Practicum

 d. Shadowing Assignments

The intent of this requirement is to supplement the credentials of newly-hired instructors. In addition to subject mastery, developmental instructors shall demonstrate the ability to facilitate learning by using appropriate instructional techniques. On an individual basis, these requirements, or any part thereof, may be waived by the Contracting Officer, or authorized FAA representative, only when equivalent training and/or work experience is considered satisfactory.

### FAA Orientation

The contractor shall be responsible for developing and ensuring that all instructors and key support and management personnel receive an orientation to the FAA. The orientation shall include the mission, goals, objectives, policies, and principal programs of the FAA as well as the organizational structure and culture of the agency. The intent of this requirement is to assure:

1. A knowledge and attitude which will contribute to successful instructional interaction with an extremely diverse student population, and,
2. Recognition that actions of all personnel at the FAA must be consistent with the goals of the FAA.

This orientation shall be completed for all instructors and key support and management personnel within thirty (30) days of reporting for duty. The proposed program shall be approved by the FAA and shall be maintained for currency. Reference materials are available in the FAA library.

### Special Techniques Training

The contractor shall provide all developmental instructors with training in state-of-the-art adult learning techniques as directed by the FAA. Examples are: simulations, case studies, role playing, behavior models, mentoring, peer feedback, coaching, etc.

### Developmental Instructor Practicum

As part of the instructor developmental program, the practicum shall allow newly employed instructors the opportunity to facilitate in actual classroom situations. The practicum shall be supervised by a fully-certified instructor who has demonstrated mastery of the subject matter and mastery of instructional skills including those addressed in paragraph 1.4.3. Before becoming a qualified instructor at the FAA, the developmental instructor must demonstrate mastery of the course content contained in Exhibit \_\_\_\_ [In this example, Exhibit 1 describes the program content], along with the instructional delivery thereof. The FAA reserves the right to evaluate the quality of instruction at any time during the process of certification and require retraining if necessary. The FAA shall provide access to resources in the FAA library, instructional opportunity and course material for the required developmental process.

### Instructor Certification

The contractor shall design, submit to the FAA for approval, and implement an instructor certification program that will assure:

1. A high level of instructional competency, and,
2. The degree of standardization and consistency required at the FAA.

Certification of instructors shall be completed during the transition period following award and prior to startup of the contract. Instructors deemed to be qualified by successful completion of the developmental instructor program, or qualified by equivalent training or work experience, must be certified competent to teach identified units of instruction by a currently certified instructor or appropriate supervisor. No less than fifty percent of the instructional staff assigned to any specific class shall be fully-certified instructors. These requirements shall be waived for a reasonable time to accommodate initial instructor certification for newly developed courses. Instructors fully certified in a specific course undergoing a major revision shall be given thirty (30) days to become re-certified in the portions of the course which have been revised.

### Shadowing Assignments

The FAA recognizes the value of exposing instructors to working environments at the field, regional, as well as the Washington headquarters levels and will schedule visits by contract instructors to FAA approved work sites for up to five days per year for the purpose of shadowing FAA managers and supervisors in their work environments provided that such visits do not conflict with instructor teaching workload. Shadowing assignments shall be considered as part of the developmental process by the FAA.

### Quality Control

The contractor shall prepare, implement, and maintain a quality control plan that outlines a system which will assure that quality is assessed in both services and products, and provides for appropriate action to be taken throughout the entire training process. A final copy of the contractor's quality control plan shall be furnished to the Contracting Officer at the start of performance and as changes occur.

### FAA Quality Assurance Program

The FAA shall administer a quality assurance program encompassing all training programs and learning activities addressed in this SOW. This program will be administered independently of any contractor evaluation and measurement activities including classroom monitoring, formative and summative evaluation. The FAA Quality Assurance Program shall not be considered a replacement or substitute for contractor accomplishment or monitoring for quality performance of all activities.

### Additional Instructor Qualifications

#### Curriculum Development Training

All contracted personnel who are assigned to curriculum development activities must be formally trained or must possess actual work experience in state-of-the-art adult learning techniques before engaging in curriculum development activities.

#### FAA Curriculum Approval

The FAA will monitor the curriculum development effort and approve the training plan, instructional materials, training aids, and methodology, including strategy and techniques, prior to classroom use.

#### Cardio-Pulmonary Resuscitation (CPR) Training

The contractor shall ensure that at least fifty percent of all instructors are currently certified in Basic Cardiac Life Support (BCLS) or equivalent, or higher certification in CPR.

## Contractor Personnel Performance

### Contractor Task Performance

The contractor shall provide the necessary qualified personnel to conduct the tasks defined in the tasks section of this SOW.

### Contractor Personnel Qualifications

The contractor shall train and maintain the minimum number of qualified instructors, and provide staff personnel to conduct and administer every required task. Refer to Exhibit \_\_\_, Annual Workload Projections, [Convenient to show Workload Projections as an exhibit.] for classroom staffing levels.

## Contractor Personnel Conduct

Contractor personnel shall adhere to all policies and procedures established by the Government which apply to contractor employees.

## Contractor Personnel Supervision

The contractor shall designate sufficient supervisory personnel to satisfactorily meet task outcomes. Contract supervisors will provide day-to-day supervision of contract personnel performing tasks including, but not limited to, work assignments, work monitoring, course management, payroll records, leave, etc. FAA personnel will not supervise contract personnel. The FAA will provide technical, program, and policy guidance through the COR, and his/her staff.

## Instructional Approach

The contractor shall use state-of-the-art adult learning techniques for analysis, design, development, and implementation of training programs. This concept of training consists of the development and presentation of knowledge and skills in modes which emphasize that participants will be able to use the knowledge, skills, and abilities gained at the FAA on the job. The specific training outcomes and instructional objectives must closely reflect tasks and skills important to job performance.

### Academic Accreditation

All resident and correspondence study courses developed for and presented at or administered by the FAA must be of a quality sufficient to meet or exceed the accrediting criteria of the Council on Occupational Education and the American Council on Education (ACE). All existing resident and correspondence study courses in the FAA curriculum which are recommended for academic credit shall be revised as necessary to retain such accreditation.

## Student Progress

Any student, whose progress does not meet established FAA academic or behavioral standards, shall be reported to the FAA for appropriate processing. No student shall repeat a course, or any portion thereof, except as specifically authorized by the COR.

## Seminars and Workshops

As directed by the Contracting Officer, the contractor shall develop and present or facilitate seminars, workshops and conferences to help foster efficiencies and improvements in individual and team performance.

## Program Revisions

### Training Programs

During performance of the contract, the contractor shall revise training programs as necessary to adjust for changes in FAA policies and procedures as well as from data developed from course evaluations. Required revisions shall be determined by the FAA. The time schedule for and manner of implementation of such revisions shall be determined by the FAA.

### Correspondence Study Programs

The contractor shall provide for the development and revision of course materials and shall serve as a point of contact for student inquiries regarding correspondence study courses administered by the FAA. The FAA reserves the right to modify the amount of training to be provided in each of the specified courses and/or the amount of course development and revision work to be accomplished.

## Right To Revise Workload

The FAA reserves the right to modify the amount of training to be provided in each of the specified training courses and correspondence study programs.

## Conformance with Directives

The contractor shall perform the contract consistent with the requirements of FAPM 410, which are applicable to the contractor. Should the contractor believe that any revision to the above is cause for an adjustment to the contract, the contractor shall be expected to immediately notify the Contracting Officer.

## Contractor Performance Travel

The contractor shall provide all funds required for contract personnel travel required for staff development and training. The government will pay for all approved travel required to conduct FAA scheduled training, workshops, coordination meetings and conferences, and other FAA directed travel. The contractor shall make all travel arrangements required for contract personnel travel. All travel of contractor personnel shall be in accordance with government travel regulations.

## Transition Plan

Uninterrupted provision of the services required by this SOW is critical to the FAA. Consequently, it is imperative that transition to performance under this SOW be accomplished in a well-planned, orderly, efficient manner. For purposes of this SOW, the transition period shall be defined as the period between contract award to total performance of all requirements, in this case no more than thirty (30) days.

## Phase-Out Activities

At the conclusion of any performance period, including option periods or extensions, the services provided under this SOW may be awarded to another contractor. The contractor in place shall be required to assist in the phase-in activities required for any subsequent contractor.

## Observance of Legal Holidays and Administrative Leave

The contractor shall normally not be required to work on holidays. Following is a list of U.S. Federal holidays:

1. New Year's Day, January 1
2. Martin Luther King's birthday, the third Monday in January
3. President's Day, the third Monday in February
4. Memorial Day, the last Monday in May
5. Independence Day, July 4
6. Labor Day, the first Monday in September
7. Columbus Day, the second Monday in October
8. Veteran's Day, November 11
9. Thanksgiving Day, the fourth Thursday in November
10. Christmas Day, December 25
11. Any other day designated by Federal statute, executive order, or Presidential proclamation.

Adverse weather conditions or national emergencies may require the FAA to close, for which the FAA would not pay the contractor additional compensation.

# Abbreviations and Definitions

## Statement of Applicability

The abbreviations and definitions in this section shall apply wherever addressed in this SOW.

## Abbreviations

BEAP Building Effective Agreements Phase I/II

CAI Computer Assisted Instruction

CBI Computer-Based Instruction

DOT U.S. Department of Transportation

FAA Federal Aviation Administration

FTC Facilitator Training Course

LDLR Leadership Development and Labor Relations

LDP-I Leadership Development Program, Phase I

LDP-II Leadership Development Program, Phase II

LMR Labor Management Relations

MA-I Manager's Course, Phase I

MA-II Manager's Course, Phase II

MC Managing Change Course

MRP Managing Resources and Programs

OS Occupational Safety for Management Inspectors Course

POV Manager's Course, Phase I, DOT Intermodal

SM Stand Alone Module

SIDP Supervisory Identification and Development Program

SSE Supervisory Skills Enhancement Course

SSU Supervisory Skills Update

SW Staff Work Course

## Definitions

Agency - Federal Aviation Administration.

Behavior Modeling - A rigorous system for committing to the need for specific skills on the job, observing a model implementing these skills in an exemplary manner, breaking out into skill practices using highly relevant scenarios to experiment with and improve on the skills, and videotaping and debriefing the practice sessions in order to apply the techniques in a climate of supportive yet corrective feedback known as alternative positive behaviors (APBs).

Competency Based Curriculum - A curriculum designed around precise learning objectives that are defined in behavioral and assessable terms, which emphasizes learner accountability, and is personalized, criterion referenced, and learner focused.

Computer-Assisted Instruction (CAI) - An application of Computer-Based Instruction (CBI) in which students receive some of their lesson material at a training terminal through student/computer interaction carefully designed by an instructor. CAI may be used as a classroom aid or as an aid in computer-managed instruction.

Computer-Based Instruction (CBI) - An overall term referring to any generalized use of computers in the training process. The terms computer-based training (CBT) and computer-based education (CBE) are sometimes used by other Federal agencies and are very similar in meaning. Used synonymously with Computer Assisted Instruction (CAI) in this SOW.

Course Book - A binder issued to students prior to or at the beginning of resident classes. The contents include a class agenda, pre-reading assignments, if any, and course book items which are readings of a general or survey nature which are broadly applicable to course content.

Course Manager - An instructor employed by the contractor who, in collaboration with the FAA program manager, ensures quality delivery and maintenance of his/her particular program(s) by: engaging SMEs; staying current in the literature; incorporating up-to-date references; recommending improvements; ensuring compliance with training regulations and accreditation standards and fostering growth for instructors certified in that program.

Course Materials - Course materials include the following: instructor notes (i.e. lesson plans, course outlines ;), visual aids (i.e. slides, transparencies, videotapes, charts, etc. ;), student course books and handouts; job aids; and student course evaluation materials.

Revision - The process of effecting changes to FAA resident and non-resident course materials. Such changes may involve rewriting one or more blocks of instructional material and producing new course book items and course handouts. Course revision is generally a direct result of Federal, Departmental, or agency policies and directives, ratification of a labor agreement, etc.

Developmental Instructor - A person employed by the contractor who has met the educational and experience criteria required of FAA instructors but has not yet successfully demonstrated mastery of the skills, knowledge, and abilities expected of qualified instructors at the FAA for FAA-specific courses and techniques. In order to be considered qualified; the developmental instructor must complete the Developmental Instructor Program as described in paragraph 1.4.1.

Distance Learning - Any formal approach to learning in which a majority of the instruction occurs while educator and learner are at a distance from each other. Distance learning may utilize satellite video, compressed video, computer based instruction (CBI), correspondence study, or similar vehicles. Also referred to as Distance Education.

Experiential Learning - An education process in which participants share a common group experience usually through role plays or simulations. With the support of a facilitator, the group then extrapolates from the shared experience individual concepts, principles, or skills.

Field Training (On-Site) - Field training (commonly referred to as on-site training) consists of FAA courses which are taught at the field site, i.e., regional or Washington headquarters, or other field locations.

Fully-Certified Instructor - An instructor who is eligible for certification because he/she has fully demonstrated: (1) the skills, knowledge, and abilities of the instructional techniques required, as well as (2) mastery of the instructional materials sufficient to ensure that training outcomes and instructional objectives are achieved. Certification will be granted after performance monitoring has been rated fully satisfactory in all four instructional areas of a given course.

Handout - Printed material, either FAA developed or purchased, passed out to students at specific times in courses in support of specific blocks of instruction or specific subject matter being taught. By contrast, course book items are of a more general or survey nature and are given to students in advance of or at the beginning of courses.

Instructional Technologist - Synonymous with Instructional Systems Specialist as used in this SOW. Instructional Systems Specialists are personnel with training and experience in Instructional System Design (ISD) and other training design systems and demonstrated abilities with state-of-the-art instructional technologies such as experiential training, competency-based instruction, and behavior modeling.

Instructor Notes (INs) - Comprehensive lesson plans for FAA courses. INs are organized into blocks, subject matter areas of instruction, which include an outline of the block, student/instructor references, a list of teaching aids, supplies required, handouts and course book items, an audit trail showing how outcomes and objectives are related to training materials, outcomes and instructional objectives, and detailed lecture notes.

Instructor-Developer - A fully-certified instructor, generally with one or more years of experience in instruction at the FAA, who has received formal training and may be experienced in curriculum development. This includes instructors who have had experience in developing resident and/or non-resident training programs.

Qualified Instructor - A person employed by the contractor who has demonstrated mastery of the skills, knowledge, and abilities expected of FAA instructors either by completion of the Developmental Program as described in paragraph 1.4.1 or by qualification on the basis of equivalent training or work experience. A Qualified Instructor is in the process of becoming fully certified to instruct in all segments of one or more FAA courses, as described in the Instructor Certification Program.

Resident Training - Formal classroom training conducted and administered in residence at the FAA.

Stand Alone Module (SAM) - A unit of instruction oriented towards either groups or individuals in relatively narrow subject matter areas. SAMs may consist of seminar leader's guides, workbooks, self-study guides, texts for individual reading, or some combination of formats, and may include video cassettes for individual or group viewing.

Training Plan - A communication and coordination document, including training planning data, submitted in response to a training proposal originating from an FAA policy office. When approved by the policy office, the document becomes a training development plan which serves as the specification for the proposed training.

Wellness- A state of mind and body which enables one to fully participate in work life activity. A wellness program could consist of training in areas such as nutrition, smoking cessation, stress reduction and exercise. It could also include blood chemistry, body composition and strength testing.

# Government-Furnished Facilities, Equipment, Materials and Services

The Government shall provide space and furnishings to carry out contract performance, utilities, and telephone service for the contractor's on-site project management office and individual members of the contractor's workforce.

The Government shall provide all classrooms, equipment, and furnishings necessary for the contractor to conduct classes in residence at the FAA. The contractor will establish and enforce procedures which will safeguard and prevent unofficial or unauthorized use of all Government-furnished property within its control. Procedures established shall comply with existing agency security regulations.

Course Supplies: The Government shall provide all supplies necessary for the performance of this contract, including paper, pencils, pens, marking pens, binders for class materials, videotapes, and other items considered as reasonably necessary.

# Specific Tasks

## Scope

The contractor will provide all qualified personnel necessary to administer and conduct the training and other activities addressed in section 5 of this SOW.

### General

The tasks shall be performed in accordance with the standards presented in this section of the SOW and in Technical Exhibit \_\_\_, Annual Workload Projections. Exhibit \_\_\_ provides estimated workload and clarifying information applicable to instructional and instruction-related services required under this contract. Specific tasks are defined in the following functional areas:

|  |  |  |
| --- | --- | --- |
| **Task** | **Description** | **Reference Paragraph** |
| Task A | Supervisory Curriculum | 6.2 |
| Task B | Managerial Curriculum | 6.3 |
| Task C | Supervisory/Managerial Related Curriculum  | 6.4 |
| Task D | Non-Resident/Correspondence Study Curriculum  | 6.5 |
| Task E | Curriculum Revision Development | 6.6 |
| Task F | Publication Services | 6.7 |
| Task G | Technical Support Services | 6.8 |
| Task H | Contract Administration | 6.9 |

These instructional services shall be performed in accordance with all DOT and FAA instructions as specified herein.

### Time and Location of Performance

Contract instructor personnel shall be expected to conduct training normally between the hours of 8:00 a.m. and 5:00 p.m., local time, during regular workdays of the week, Monday through Friday. Instructors may be required to conduct classes during Federal holiday weeks, as determined by the FAA. Training will be conducted at the FAA headquarters, Washington, DC., at selected FAA field sites, or at other sites arranged by the FAA; such determinations to be made by the FAA.

## Task A - Supervisory Curriculum

### Conduct Supervisory Training Courses

Conduct resident training and field based training for supervisory candidates, newly-selected and experienced supervisors on critical supervisory skills identified by task analyses and competency studies. Resident courses will normally be one week in length, competency and knowledge based and shall employ experiential tools such as behavior modeling as well as current knowledge of agency directives and initiatives. Students shall be assessed through the use of skill practices and knowledge-based tests. Refer to Exhibit \_\_\_, Annual Workload Projections, and Exhibit \_\_\_\_, Representative Course Descriptions, [Convenient to include course descriptions as an exhibit.] for additional guidance concerning the supervisory curriculum.

### Instructor Qualifications, Supervisory Curriculum

Instructor personnel assigned to the Supervisory Curriculum shall meet the following employment criteria:

Employment Experience - At least three years’ experience in supervision or management. Previous experience as an FAA supervisor or manager is desirable. (Note - contractor is required to assure compliance with all applicable Federal regulations restricting the hiring of former Federal employees.)

Education - At least a Master's Degree in Business Administration (MBA), Master of Science (M.S.), or Master of Arts (M.A.) degree from an accredited institution in Business, Management, Industrial/Organizational Psychology, Human Resource Management, Organizational Development or allied areas of specialization, e.g. Interpersonal Relations, Adult Education, Adult Counseling, etc.

Special Qualifications - Candidates must be able to demonstrate a mastery of instructional competencies identified by the FAA as most essential for success in facilitating learning in the classroom and have experience in the application of adult learning principles and competency-based training.

Exceptions to Qualifications - Candidates possessing exceptional qualifications, previous experience as an FAA supervisor or manager, or those possessing closely related experience, who do not meet the minimum criteria will be considered for instructor positions, provided that a written request for waiver of qualifications is submitted to the FAA and approved in advance of the candidate's selection. Each request for exception shall be considered on an individual basis.

## Task B - Managerial Curriculum

### Conduct Managerial Training Courses

Conduct a series of courses tailored to managers at various stages in their careers. These courses will be part of a career-long curriculum beginning with initial supervisory training and concluding with executive preparation. As the need emerges, inclusion of various specialized courses for specific segments of the managerial population may be required.

The curriculum will revolve around the ability to create, articulate, and implement personal and organizational development plans as well as certain experiential activities, including wellness, which support plans and outcomes. The curriculum will include both established courses and other training activities. Some courses/activities in the curriculum will be scheduled on a relatively regular basis while others may be scheduled on a demand basis only. The curriculum will be flexible enough to accommodate modification as needed. Refer to Exhibit \_\_\_, Annual Workload Projections, and Exhibit \_\_\_, Representative Course Descriptions, for further guidance on the managerial curriculum.

Contractor will provide personnel to establish a training reference database for the location and recommendation of executive-level training courses available from Government and private sources. This information service will be made available to FAA clients as required by the FAA.

### Instructor Qualifications, Managerial Curriculum

Experience - Experience qualifications for instructors in the Manager's Curriculum shall be the same as for the Supervisory Curriculum (Reference paragraph 6.2.2.).

Education - Education qualifications for instructors in the Manager's Curriculum shall be the same as for the Supervisory Curriculum (Reference paragraph 6.2.2.).

Special Qualifications - The highly experiential nature of the Manager's Curriculum requires demonstrated facilitation skills. Acceptable evidence of such skills may include experience as an Organizational Development consultant, experience as a trainer in an experiential management training environment, or other directly related occupations.

Exceptions to Qualifications - Exceptions to qualifications shall be the same as for the Supervisory Curriculum (Reference paragraph 6.2.2.)

## Task C - Supervisory/Managerial Related Curriculum

### Conduct Supervisory/Managerial Related Training Curriculum

Conduct a series of courses aligned in knowledge areas and competencies with the supervisory/managerial curriculum. These courses may include managerial staff and support personnel as participants where appropriate. Courses will normally be one week in length, and shall be competency-based and experiential in instructional approach. Refer to Exhibit \_\_\_\_, Annual Workload Projections, and Exhibit \_\_\_, Representative Course Descriptions, for further guidance concerning the supervisory/managerial related curriculum.

### Instructor Qualifications, Supervisory/Managerial Related Curriculum

Experience - Experience for instructors in the Supervisory/Managerial Related Curriculum shall be the same as for the Supervisory Curriculum (Reference paragraph 7.2.2.).

Education - Education for instructors in the Supervisory/Managerial related curriculum shall be the same as for the Supervisory Curriculum (Reference paragraph 7.2.2.).

Special Qualifications - Labor-Management Relations, Facilitator Training, or courses in which computer software is used in support of training, require demonstrated knowledge or skill in the specialty areas or the ability to develop an acceptable level of knowledge or skill within the certification time specified for a particular training course.

Exceptions to Qualifications - Exceptions to qualifications shall be the same as for the Supervisory Curriculum (Reference paragraph 7.2.2.).

## Task D - Non-Resident/Correspondence Study Curriculum.

Operate the FAA Managerial and General Subject Correspondence Study Program. The courses consist of printed materials, video tape, audio tape, video disk, computer disk, and other media. Courses are available to all FAA employees. Administrative support services are provided by the FAA's Mike Monroney Aeronautical Center, Oklahoma City, Oklahoma. These services presently include:

a. Receiving and processing enrollments.

b. Receiving, grading and processing participant examinations.

c. Storage and distribution of course materials.

Refer to Exhibit \_\_\_, Annual Workload Projections, and Exhibit \_\_\_\_, Representative Course Descriptions, for additional guidance concerning the non-resident/correspondence study curriculum.

### Program Operation

0ngoing operation of the FAA Managerial and General Subject Correspondence Study Program by the contractor shall include the following activities:

1. Monitoring stock levels of all course materials and submitting print requests with camera ready copy to the FAA for reprint when supplies reach a 120-day level.
2. Answering student correspondence (approximately [Insert Number] inquiries per month, of which responses [Insert Number] are telephoned, [Insert Number] % are cc:mail and [Insert Number] % are written, average [Insert Number] page(s)) regarding course materials and course content questions and problems.
3. Answering student telephone inquiries regarding course materials and course content questions and problems.
4. Establishing a course review schedule to insure that all courses in the managerial and general subject correspondence inventory are reviewed at least once every two years for currency.
5. Analysis of learner reaction data.

### Personnel Qualifications, Non-Resident/General Subject Correspondence Study Curriculum

Experience - Experience qualifications for personnel managing the operation of the Non-Resident/General Subject Correspondence Study Curriculum shall be the same as for the Supervisory Curriculum (Reference paragraph 6.2.2.).

Education - Education qualifications for personnel managing the operation of the Non-Resident/General Subject Correspondence Study Curriculum shall be the same as for the Supervisory Curriculum (Reference paragraph 6.2.2).

Special Qualifications - Developed and developing technologies in Distance Learning require demonstrated application of knowledges and skills such as familiarity with computer support equipment, video technology and satellite delivery in developing, delivering, and revising training programs that are congruent with resident course criteria.

Exceptions to Qualifications - Exceptions to qualifications shall be the same as for the Supervisor's Curriculum (Reference paragraph 6.2.2).

## Task E - Curriculum Revision and Development

Develop and revise course materials and support media for resident and non-resident/general subject correspondence study programs, commuter based courses, video based courses, and distance learning methodology. Develop resident, non-resident/correspondence study, computer based, video based, and distance learning courses and support media. Training program design may incorporate various approaches such as experiential, competency-based instruction, behavior modeling, and other state-of-the-art instructional technologies. Completed course materials shall include lesson plans and/or instructor notes, handouts, course book items, and support media. Refer to Exhibit \_\_\_, Annual Workload Projections, for further guidance.

### Personnel Qualifications, Curriculum Development

Experience - At least three years’ experience as an instructional technologist involved in curriculum design utilizing Instructional Systems Design or other training system methodology and a demonstrated knowledge of competency-based instruction, behavior modeling, and experiential training design. Must have experience working with computer support, video technology, distance learning, and other state of the art technologies in curricula and media design.

Education - At least a Master's Degree from an accredited institution in a major or concentration such as instructional technology, instructional systems design, curriculum design, or a closely related specialty.

Exceptions to Qualifications - Exceptions to qualifications shall be the same as for the Supervisory Curriculum (Reference paragraph 6.2.2.).

## Task F - Publication Services

The contractor will develop publications such as handbooks, periodicals, course books, brochures, etc., to be used by the staff and students of the FAA as well as agency supervisors and managers. Services shall include research, writing, editing, proofreading, layout, keyboarding, etc. All publications shall comply with FAA and Government Printing Office style specifications. Refer to Exhibit \_\_\_, Annual Workload Projections, for further guidance.

### Personnel Qualifications, Publication Services

Experience - Candidates shall have at least three years’ experience preparing publications of the type addressed in this task. Applicants for this position must submit samples of publications prepared by them in order to be considered.

Education - Candidates must have at least a Bachelor's Degree from an accredited institution in business administration, communication, psychology or related subjects.

Exceptions to Qualifications - Exceptions to qualifications shall be the same as for the Supervisory Curriculum (Reference paragraph 6.2.2.)

## Task G - Technical Support Services

Perform technical support services for various elements of the FAA in a variety of areas including subject matter expertise, conduct of special training sessions or seminars, meeting facilitation (including use of collaborative technology), media research, special projects, and studies directed toward improving supervision and management in the FAA. Refer to Exhibit \_\_\_\_, Annual Workload Projections, for further guidance.

In regard to collaborative technology, the contractor shall provide qualified personnel, as required, to support meetings and conferences conducted at the FAA. Personnel provided will serve as technologist for various groups and types of meetings. Personnel provided must be proficient in the use of groupsware-type software (such as GroupSystems, Lotus Notes, etc.,) with good human relations and group facilitation skills, be able to work with personnel of various levels of familiarity with the technology, assisting them in using the technology to the greatest advantage of the specific group.

### Personnel Qualifications

Experience and educational qualifications for personnel performing technical support services shall generally be the same as for instructors in the three curriculum areas identified in the SOW. Specialized experience, such as software management, may be required depending on the nature of the tasks.

Exceptions to Qualifications - Exceptions to qualifications shall be the same as for the Supervisory Curriculum (Reference paragraph 6.2.2).

## Task H - Contract Administration

### Provide On-Site Contractor Project Management

The contractor shall provide at least one full-time project management person and sufficient administrative/support personnel to operate an on-site project management office at the Federal Aviation Administration Headquarters. The contractor project management person or persons shall have the authority to represent the contractor in dealing with on-site FAA Contracting Officer's Representative and the Contracting Officer. The contractor project management office shall be open during normal work hours, 8 AM to 5 PM Monday through Friday except on Federal holidays. A contractor project management representative shall be on duty during normal work hours.

### Personnel Qualifications, On-Site Contractor Project Management

The contract project manager or managers shall meet the following employment criteria:

Experience - No fewer than three years’ experience in the management of a small to medium sized organization (25 - 100 employees). Preference may be given to candidates who have specialized experience according to the following priority:

1. Management of a non-technical training organization.
2. Management of a technical training organization.
3. Management of other than a training organization.

Education - At least a Master's Degree in business administration, management, public administration, or a concentration allied with management of a small to medium sized organization (25 - 100 employees) from an accredited institution.

Special Qualifications - A demonstrated ability to deal with members of management, sub-contractors, and various vendors is considered essential. The FAA also considers it essential that the contractor's on-site project manager(s) have full authority to manage the day-to-day contractor operations and the authority to represent the contractor in dealings with the Contracting Officer or Contracting Officer's Representative.

Exceptions to Qualifications - Exceptions to qualifications shall be the same as for the Supervisory Curriculum (Reference paragraph 6.2.2).

### Provide On-Site Registrar Services

The contractor shall provide qualified personnel, as required, to provide registrar services and to operate the Centralized Personnel Management Information System (CPMIS) computer system. Personnel providing services will be the focal point for all CPMIS computer operations, enrolling or disenrolling students for all resident and field classes, and for all Fee-for-Service classes for which training credits and certification are due to participants.

The registrar will:

1. coordinate, with FAA Training personnel, adjustments, class roster changes, new classes, and canceled classes;
2. track and report all classes for enrollment totals and unused regional quota, initiate system waivers and perform quota lockouts, and enter course completions and grades into student training records;
3. produce, for each class, attendance/completion rosters and graduation certificates, extract student transcripts and mail to student, university or college with a certification letter;
4. assist Program Manager(s) with fiscal year class requirements;
5. operate computer terminal to compile CBI rosters, make new enrollments, process completions, and enter grades.

### Personnel Qualifications, On-Site Registrar

Special Qualifications: Personnel shall have the following skills and experience:

1. FAA training courses in CPMIS, IPPS
2. Minimum of three years’ operating Windows and associated spreadsheet data bases.
3. Capability to enter and extract information from designated government data base programs as required by the COR.
4. Ability to format and produce high-quality and error free documents in response to program requirements.
5. Strong interpersonal skills and the ability to work independently.