

125. The work done under the existing contract is a significant resource base. Is it the Government's position that the work designing and developing the existing LDEM material (e.g., syllabus, schedule, course presentation material, evaluation methods, instructor background data) is proprietary to the Incumbent and will not, therefore, be provided to the other competitors?

The current material being used under NNG09AZ26C will not be provided to interested parties. The current material will not be used for training in the future under the resulting contract. To the extent the question relates to whether information is proprietary, this question does not relate to the current solicitation

126. If the Government's intention is to continue to use the existing LDEM program as the baseline with continuous improvement to incorporate best practices, the results of new research, and advanced technologies, will the Government provide bidders other than the Incumbent with the information required to respond effectively to the RFP? this material would include, but not be limited to:

The existing course and other training material (e.g., course handouts, instructor notes and “game plans”)

The current material being used by the existing LDEM program will not be provided because the existing material is not going to be used for the training to be offered when the contract is awarded next fall. The solicitation is for a new LDEM program as described in the solicitation. To the extent the question requests information on the extent of the Government’s ownership of the existing material, the question does not relate to the current solicitation and is outside the scope of the questions and answers.

The scope of each training element listed as well as corresponding time commitments for other training elements (e.g., the agenda and number of days an LDEM A workshop typically lasts)

The Government issued Amendment 3 to the Solicitation to address more detailed training parameters. Please follow the revised solicitation including sections L and M of the Request for Proposal and provide a proposal in accordance with the solicitation instructions.

The minimum, maximum, and median group size for each training element (this is critical for “by student” pricing)

The below provides number of participant historical data. No historical data is available for LDEM D.

Participation data from the last few years:

LDEM A

- FY12 – 25 participants
- FY13 – 30 participants
- FY14 – 30 participants

LDEM B

- FY12 – 29 participants
- FY13 – 30 participants
- FY14 – 30 participants

LDEM C

- FY12 – 24 participants
- FY13 – 26 participants
- FY14 – 27 participants

	Maximum	Minimum
LDEM A	30	15
LDEM B	30	20
LDEM C	30	15

Typical qualifications (i.e., position descriptions) for the instructors for each training element and at each level

The solicitation does not include qualifications or position descriptions. Please follow sections L and M of the Request for Proposal and provide a proposal in accordance with the solicitation instructions.

Evaluation material (e.g., post workshop questionnaires, long-term follow-up schedules)

The current material being used by the existing LDEM program will not be provided because the existing material is not going to be used for the training to be offered when the contract is awarded next fall. The solicitation is for a new LDEM program as described in the solicitation. To the extent the question requests information on the extent of the Government's ownership of the existing material, the question does not relate to the current solicitation and is outside the scope of the questions and answers.

127. We ask, in the strongest possible terms, that the Government establish an e-library for this procurement that includes all of the relevant material to allow organizations other than the incumbent to make proper use of it in preparing their proposals.

On April 1, 2014 the government released the following documents per Amendment 5 and can be found on the NAIS website: Key Definitions from the GSFC Leadership Model, GSFC Leadership Levels, Competencies, and Skills and Statement on Accessibility for Training Contracts. The aforementioned information serves as the e-library for the LDEM requirement.

128. Would the government consider sharing examples of existing course materials in a proposal reading room?

The current material being used by the existing LDEM program will not be provided because the existing material is not going to be used for the training to be offered when the contract is awarded next fall. The solicitation is for a new LDEM program as described in the solicitation. To the extent the question requests information on the extent of the Government's ownership of the existing material, the question does not relate to the current solicitation and is outside the scope of the questions and answers.

129. For those of us outside the NASA community, based on the information provided on NAIS, it's unclear what exactly your current program is. I see a framework based on proposal pricing. However I don't see a high level view of the current program. I also don't have current surveys and/or feedback to know what is working and what is not. From this perspective, if you are looking to start fresh with something totally new, that's fine. However, if you are looking to build on your current program, more background information is needed to leverage strengths and weaknesses.

NASA GSFC is looking for a new program consistent with the statement of work of the solicitation. Please provide a solution to the governments SOW, amended by Amendments 4 and 5.

130. 10, 11, 12, 39, 40, 61 prior GSFC LDEM course **design** information or **materials** are not available to non-incumbent bidders

**FOLLOW-UP QUESTION 1:** We have asked to have the current information on course design and copies of course materials in various ways, as have other prospective bidders. We are not aware of any limitation of the Government's ability to provide the information to prospective bidders in the re-compete of this contract. **Will the Government provide prospective bidders with copies of the current curricula and course materials in a timely manner?**

The current material being used by the existing LDEM program will not be provided because the existing material is not going to be used for the training to be offered when the contract is awarded next fall. The solicitation is for a new LDEM program as described in the solicitation. To the extent the question requests information on the extent of the Government's ownership of the existing material, the question does not relate to the current solicitation and is outside the scope of the questions and answers.

131. 50 the Contractor will not be responsible for delivering existing LDEM training programs/workshops

**FOLLOW-UP QUESTION 2:** Will the incumbent be allowed to carry over any elements of the legacy LDEM programs/workshops?

The incumbent and all offerors are responsible for determining what material to use in their proposal. To the extent the question relates to a particular offeror's interests in any material, the question is outside the scope of questions on the current solicitation.

132. New materials are to be developed

**FOLLOW-UP QUESTION 3:** New materials can't be developed in a vacuum. **Do you mean that new design, planning, material development, execution, and follow-up are all required for all LDEM activities under this contract?**

NASA GSFC is looking for a new program. Please provide a solution to the governments SOW, amended by Amendments 4 and 5.

133. 43 All costs offerors deem appropriate to their program design should be incorporated in the cost per student consistent with the RFP.

14 any cost associated with this program should be incorporated in the price per student

29 The price per student should include any planned design work or adjustments based on feedback from the NASA POC or students.

34 The contractor is expected to provide EQ (emotional intelligence) assessments for the program.

**FOLLOW-UP QUESTION 5:** We are trying to understand all of the principal tasks to be delivered under the contract so that we can develop costs, and have cross-referenced the SOW in the current contract to the SOW in the RFP and Q&A provided to create a complete list of tasks to be performed under this contract:

1. Cohort training course design
  - a. Develop course designs
  - b. Course design review/approval process: meetings and conversations with the COR
  - c. Finalize course designs
  - d. Evaluate, review, and revise course designs: meetings and conversations with the COR
2. Course material development
  - a. Develop course material
  - b. Course material review/approval process: meetings and conversations with the COR
  - c. Finalize course material
  - d. Deliver course material to the COR
  - e. Evaluate, review, and revise course material: meetings and conversations with the COR

3. Workshops
  - a. Provide course delivery/presentation personnel
  - b. Prepare, print, and bind course material, including extra copies for COR and other observers Acquire course adjunct materials (e.g., videos, forms, books, article reprints, etc.)
  - c. Meet accessibility requirements for all deliverables and resources used
  - d. Workshop set-up and tear-down  
Office supplies
  - f. Special equipment not provided by the Government
4. Reporting
  - a. Workshop attendance summary reports
  - b. Interim and final reports
  - c. Post-workshop and program summary reports
  - d. Other reporting and documentation (status, summaries, other data) (labor)
5. Student assessments (e.g., EQ)
6. Attend other meetings/briefings as required

**Is this listing complete and accurate? If not, what changes/additions are needed?  
Please provide detailed specifications defining**

The solicitation describes the Government's requirement. Beyond this, it would be inappropriate to comment on the completeness of the proposed list.

134. Does NASA own the content of the current LDEM courses or does Greystone?

The question does not relate to the solicitation.

135. Will samples and examples of the current course training sessions be posted in the library for others to review?

It will not be posted, because the requirement being competed is for new training materials, not the existing materials. In addition, the current material being used by the existing LDEM program will not be provided because the existing material is not going to be used for the training to be offered when the contract is awarded next fall. The solicitation is for a new LDEM program as described in the solicitation. To the extent the question requests information on the extent of the Government's ownership of the existing material, the question does not relate to the current solicitation and is outside the scope of the questions and answers.

136. If 3 levels are working will redesign all 4?

The requirement is for 4 new components as described in the solicitation.

137. Attachment A  
a. Special Provisions

Since GSFC will maintain ownership of all LDEM programs, how do you want to handle the assessments? Leadership assessments are software programs that are typically proprietary software and require administrators to manage all the associated processes and reports. If Offeror is willing to provide those services, will GSFC agree to exclude assessment software from maintaining ownership?

- b. Is there a preferred format for the training materials or will the Offeror's standard format be acceptable?

To the extent that this concerns software used in delivering the program, any proprietary software used in a proposal will not be required to be handed over to the government.

To the extent that this concerns the format of deliverables, there is no preferred format for training materials, although they should look professional and should be easy for students to use. Materials should also be available in accessible formats. Please refer to Amendment 5 of the Solicitation which refers to the Final approved Statement on Accessibility for Training Contracts uploaded NAIS website.

138. 65 Q: Does the Government require a notice of intent from the contractor of their intent to pursue the NNG14471034R opportunity? If so, what is the due date and requirements for that notice?

A: No.

**FOLLOW-UP QUESTION 8:** The Pre-solicitation notice/synopsis stated, "Prospective offerors shall notify this office of their intent to

The government does not require a notice of intent from a contractor in order to propose.

139. Please define "accessibility" of learning.

In this case, accessibility refers to being engaging and inclusive with regards to students with disabilities. Please refer to Amendment 5 of the Solicitation which refers to the Final approved Statement on Accessibility for Training Contracts uploaded NAIS website.

140. Will the government please clarify the weighting of ratings of past performances between primes and subs? For example if a prime is to do 51% of the work and a sub 49%, what will be the performance weights on each?

While the Government weights the prime offeror's past performance more heavily than the combination of significant subcontractors, there is no specific numerical

weighting or additional weighting detail. The prime is weighted more heavily based on their overall responsibility to achieve successful contract performance.

141. What are the definitions of the Competencies as listed in the SOW?

Please refer to Amendment 5 of the Solicitation concerning the Definitions of Competencies uploaded to NAIS website.

142. It appears that the Competencies are calibrated are role-based for four levels. What are the associated proficiency levels and how are they defined?

Please refer to Amendment 5 of the Solicitation concerning the Definitions of Competencies uploaded to NAIS website.

143. (d) Whenever administrative leave is granted to Contractor personnel...The cost of salaries and wages to the Contractor for the period of any such excused absence shall be reimbursable item of cost. Are other costs reimbursable that do not fall under the category of salaries/wages (such as travel that must be repeated due to the excused absence)?

Any costs associated with contract work shall be reimbursed in accordance with the clauses referenced in the RFP; **H. 5 OBSERVANCE OF LEGAL HOLIDAYS 1852.242-72 (AUG 1992) ALT II (OCT 2000), and I.62 52.243-1 CHANGES - FIXED PRICE (AUG 1987)**

144. The government will evaluate the completeness of the Offeror's technical approach for satisfying the requirement for an integrated learning progression—across all four programs—for all the following skills:

Problem solving & decision making  
Leadership presence and so forth

a. NASA is referring to the skills above that need to be incorporated across all levels; however, then on page 3 of attachment A, there is a long list of competencies that NASA would like addressed in the program. Should the emphasis be on the 6 skills or the competencies. And, are the competencies ranked in order of importance?

Please refer to Amendment 5 of the Solicitation concerning “GSFC Leadership Levels, Competencies, and Skills”, which can be located on NAIS, to further guide and answer the above question. Please follow the Solicitation and propose accordingly. Competencies are not ranked in order of importance.

145. We note that the proposals are due on March 19th (shown as the 20th on the cover letter), thus providing a total of 28 days within which to provide a cogent response to the Government's requirements. We respectfully suggest that this due date be extended to April 19 to allow bidders time to review, analyze, and effectively incorporate the new information to be contained in the e-library in their proposals. Needless to say, this

extension would require almost a day-for-day slip if the e-library is not established quickly.

The proposal due was extended to April 11, 2014 in accordance with Amendment 5.

146. The Contract shall incorporate in the program design both GSFC and NASA Leadership Competency Models, with the primary focus on leadership Competencies. Are All Leadership Competencies to be incorporated into each Component A, B, C, and D?

Competencies need to be included per the Component descriptions in the revised SOW posted via Amendment 5 and the documents available on the NAIS website.

147. Given the award date of September 2014, and the start date of October 2014, can NASA state whether they anticipate any hand off or transition period for the incumbent?

NASA GSFC plans award in the fall of 2014 and first course delivery in spring 2015. NASA GSFC does not anticipate any hand off or transition period for the incumbent.

148. Would the government consider sharing a summary of the prior year's course calendar for Programs A-D?

NASA is not providing the prior year's course calendar. However, historical data is available in the answer for question 126 and refer to Amendment 3, 4 and 5 for a revised Exhibit 1 and SOW.

149. Will the contractor have access to NASA leadership/SMEs for relevant topics (e.g., the ability to engage leadership/staff from Office of Diversity and Equal Opportunity when working on courses that tie to Diversity and Inclusion)?

Contractors will not have access to NASA leadership or subject matter experts, as that is not necessary for the performance of the requirement. If the contractor requires some input from NASA leadership or others, the NASA POC will engage with NASA leadership and SMEs when soliciting comments about related content or including them in program elements.

150. Can NASA share the average number of months that each component lasts?

While NASA does not plan to specify the duration in months for each component, historical data is available in the answer for question 126 and refer to Amendment 4 for a revised Exhibit 1 and SOW.

151. Can NASA estimate the number of workshops or days of training it anticipates for each Component?

Please refer to Amendment 3, 4, and 5 for a revised Exhibit 1 and SOW.

152. In Attachment A, SOW, Page 2, the Government lists a dozen or so learning experiences, many of which are “expected be present in all components for groups A through C.” Group D is not referenced nor excluded. What does the Government intend for Group D as it relates to those bullets that specifically reference Group A through C? Does the Government intend to exclude Component D from these activities?

Any of these components can be included in Component D, although there are none that are required except workshops with their cohort group. The quotation above has been included after those integrated learning experiences that are required to be included in Components A through C. It is not intended to exclude these integrated learning experiences from Component D.

153. How many of the participants will participate in the assessment phase?

If you are referring to the 360 assessment or any other assessments included in the programs, then all participants of each program shall participate in all assessments included in that program.

154. Does NASA have a preference on assessments? (MBTI, etc.)

Other than the 360 assessment mentioned in the SOW, NASA has no preference on additional assessments.

155. The principles of a newly formed WOSB were responsible for design and development of a program during the time they were employed by their previous employer. The new WOSB is in no way affiliated with the predecessor company. Can that experience be claimed as past performance by the principles of the newly formed WOSB?

A newly formed WOSB can only propose experience of that entity, not past performance references of another company. Please follow the RFP instructions in L.15 and M.4 and propose accordingly. Offerors without relevant past performance will receive a neutral rating.

156. Throughout the RFP, I see the program pertains specifically to one site “GSFC” aka Goddard Space Flight Center in Maryland. However for this RFP, you are requesting a size standard of \$7 million, 500 employees. In addition I noticed the members of the Ombudsmen span multiple NASA sites. Are there future plans to expand this program across multiple sites? Is this a pilot?

There are no plans currently to expand this program beyond the Goddard Space Flight Center. This procurement is not a pilot for the Agency. In regards to a size

standard of \$7 million, 500 employees, this is considered a maximum, not a minimum. Please refer to the below and <http://www.sba.gov/content/small-business-size-standards> for more information.

The below statement is taken directly from the above website:

“A size standard, which is usually stated in number of employees or average annual receipts, represents the largest size that a business (including its subsidiaries and affiliates) may be to remain classified as a small business for SBA and federal contracting programs. The definition of “small” varies by industry.”

157. Referring to LDEM Price Exhibit 1 in the Excel sheet, it seems as if proposal pricing is (component \* number of participants \* cost = total.) In addition this is FFP, IDIQ and task order driven. Components are defined in Attachment A page 2.

Components B-D separate participants based on where they are in their careers. Although Component A does look like it pertains to entry level employees, it does also mention EQ. Emotional Intelligence can be driven across all levels of one's career.

Component A is open to all employees. Emotional Intelligence is important for all phases of a person's career. Amendment 3 has been issued to modify Exhibit 1. Please also refer to question number 126 for further guidance on number of participants.

Feedback from the 2006 survey in Attachment A, page 1 indicates, “GSFC was not doing well at the Organization and Environment levels.” I'm not seeing a component to address this issue. In other words, there should be a “networking component” or some other component where all the levels get together in a room on occasion.

Component C should address the Organization level and Component D should address both, and both could address networking. A separate “networking component” could fall under an optional continual learning mini workshop for one or several of the programs, but not as a separate component.

158. Regarding the 2006 survey in Attachment A, page 1:  
It is from eight years ago. Do you have anything more recent?

Per Amendment 5, NASA GSFC has deleted any mention to the 2006 survey as it doesn't relate to the current solicitation.

This RFP only includes a paraphrase of the results. Do you have the actual report from the survey?

The survey conducted in 2006 does not pertain to the current solicitation.

159. 23 Frequency and duration of LDEM training are the contractor’s responsibility  
**FOLLOW-UP QUESTION 6:** Section B.1 of the RFP says “The Contractor shall provide all resources (except as may be expressly stated in the contract as furnished by the Government) necessary to deliver and/or perform the items below in accordance with the Statement of Work (SOW), incorporated as Attachment A, and Task Orders issued hereunder.” Items 1, 8, and 9 in the table that follows that statement are driven by the “Individual Task Orders Issued.” Elsewhere, the RFP says, “Only the Contracting Officer may issue task orders ...” (as noted in Section H.1(a)).

**Please clarify how the scope of delivered training events is to be established.**  
24, 51, 61

If this question refers to duration of the LDEM programs, please refer to Amendment 4 and the revised SOW.

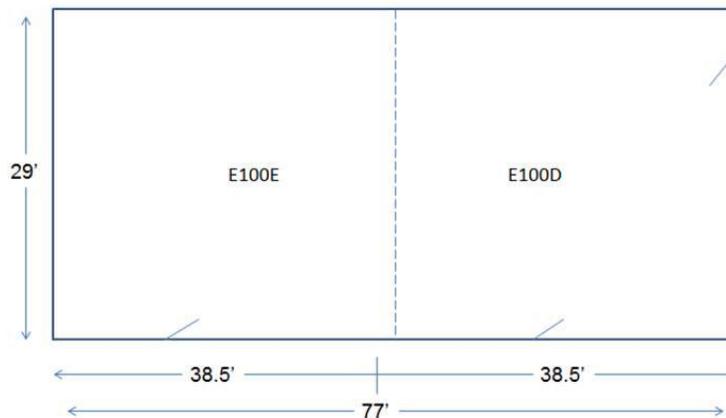
160. Decision for EQ and or Myers Briggs tool?

Other than the 360 assessment mentioned in the SOW, NASA has no preference or requirement for additional assessments. Please refer back to question 31. The selected vendor will be responsible for obtaining licenses for any assessments to be included in the program. The cost for any assessments should be included in the price per student.

161. Will breakout rooms be available? If so how many?

All training should be planned for the main large training room, and breakout activities should be handled in that room whenever possible. Rooms outside of the main training area might be available upon request, but cannot be guaranteed. Please see the following page for room dimensions.

The dimension for the room is 29’x77’. The room can be subdivided as shown on the diagram below.



162. Please describe the mentor program and how it relates to the LDEM follow on contract.

The question is understood to be a question concerning the interrelation between the formal GSFC Mentoring Program and LDEM. LDEM is not a part of the formal GSFC Mentoring Program. With respect to the mentoring anticipated by the LDEM program, NASA will be responsible for selecting mentors and the mentoring of LDEM participants.

163. Is NASA Goddard using any 360 degree tool already?

If so, is this license still available or should offerors include this fee as part of the FFP?

GSFC does not have license to a 360 tool. Any costs related to the 360 tool should be included in the price per student.

What HW/SW is available in the Goddard training Facility? Can offerors assume students will have access to their own computer internet etc.?

A projector and laptop will be available for use in the training room. The laptop in the room will be running Windows and Microsoft Office will be installed. The students will not have their computers with them during the training or be expected to access the internet during workshops. If a contractor chooses to use their own laptop/software for the training, this cost should be incorporated in the Price per Student.

164. You mentioned a “test period” to shake out the program. Will that effort be separately priced, or should the cost of this be included in the cost per student?

There is no planned test period for the delivery of courses. The first sessions are planned to be held in the spring of 2015.

165. The proposal says “the LDEM program will need to evolve over the course of the contract...” (FFP) What does “evolve” mean relative to the contract pricing?

NASA GSFC assumes this question is relating to the Solicitation not the “proposal”. The program will need to be adjusted during the course of the contract based on participant and NASA GSFC feedback. That consideration should be reflected in your price per student.

166. What is the anticipated transition time line?

NASA does not plan for a “transition time line.” It is anticipated at this time that the contract will be awarded fall of 2014 and courses will start spring 2015.

167. Is it implied that there will be 2 program D cohorts, based on Exhibit 1 and the maximum class size is 12?

Exhibit 1 does not imply that there will be 2 program D cohorts. Please refer to Revised Exhibit 1 and question number 126.

168. Will you provide a copy of the attendees list with email and telephone numbers in your slide presentations?

Both a copy of the presentation and the attendees list has been posted.

169. What technology will be available to the participants as part of this program?

NASA does not plan to offer any additional technology to program participants. If any technology is included as part of a proposal, the costs should be reflected in the price per student. However, the expectation is that students will not be utilizing computers or accessing the Internet during the workshops.

170. Can experiential be a simulation or a collaborative activity with another organizations members?

If proposing a simulation or collaborative activity with another organization as part of an experiential module, these activities should be reflected in your price per student.

171. How many contract hours for the year do you anticipate for each cohort?

NASA does not plan to place parameters around contract hours other than what has been stated in the revised SOW per Amendment 3.

172. How many sessions per cohort is the government expecting?

NASA GSFC has issued Amendment 3 to further guide offerors. Please refer to question number 126 for historical participation. Please refer to the updated SOW for guidance concerning the number of expected offerings.

173. What IT systems are currently in place for leadership training? For example, is there a software package such as 20/20 insight and does it interact with 4RMS legacy system?

Other than a laptop running Windows and Microsoft Office, and a projector in the room, NASA has no additional IT systems in place for leadership training. If any software packages are included in the proposal, the costs should be reflected in the price per student.

174. How long is a class day?

The expected training day is from approximately 8am to 5pm, although this is not mandatory, and some components with shorter training days can be proposed as part of a solution to the government's SOW.

175. Is a course typically offered on consecutive days or divided up over several weeks separated by a specified time period?

Please refer to the updated SOW for guidance concerning program lengths. Exact course breakdown and structure should be proposed by the offeror. The expectation is that the solution to the government's SOW for each component be a cohort experience spread over several workshops.

Expected Program Lengths:

- LDEM A – Duration between 6-10 days. Max of 2 Sessions per Calendar Year
- LDEM B - Duration between 10-15 days. Max of 2 Sessions per Calendar Year
- LDEM C- Duration between 12-18 days. Max of 2 Sessions per Calendar Year
- LDEM D – Duration between 15-25 days. Max of 1 Session every 18 months to 24 months.

176. Though coaching may be a component of a solution, coaches are to be provided by GSFC.

That is correct. Coaches are to be provided by GSFC.

177. How does GSFC intend to ensure alignment of coaching with the program?

Coaches and contractor shall be in direct communication with the COR to ensure alignment with the program and an understanding of the course materials.

178. How does the Government intend to evaluate potentially vastly difference proposals given that offerors will provided different seat times/ # of sessions per cohort etc.

Please refer to Amendments 3, 4 and 5, the revised SOW, and Exhibit 1 as well as the additional documents provided on the NAIS website. Also please refer to section L and M of the subject solicitation.

179. Are we going to be able to familiarize ourselves with our audience/materials before the program begins?

All course materials should be proposed by the offeror, therefore, offerors should be familiar to them. No current course material will be provided to offerors, and will not be used for performance of the contract to be awarded. Offerors are to propose their own materials. The audience is the GSFC workforce. The vendor will work with the COR concerning any audience related questions prior to delivery of the courses.

180. Where should offerors include price for preparing/ revising course materials?

All effort for this procurement should be included in the price per student. No separate pricing for preparing/revising course materials should be proposed. Please refer to Exhibit 1.

181. Course design page 5 of Attachment A will there be continuous redesign after every workshop?

Participant feedback and programmatic evaluations according to section 6 of the statement of work: "Deliverables: The LDEM program will need to evolve over the course of the contract based on participant feedback and programmatic evaluations."

182. Prices are per student. How do offerors develop estimates? Will there be 20 courses with 5 participants in CATA or 5 courses of 20 participants for example?

Please refer to Amendment 3 and updated SOW for further pricing guidance. Also, please use Exhibit 1 and historical data provided in question number 126 to develop price per student.

183. Can we assume that the assessments included on the NASA website can be used as tools in this program?

NASA GSFC is not sure which assessments the question refers to. Offeror may use any publicly available assessment in developing their proposed solution.

184. There is an incumbent what has the incumbent accomplished in advance of the RFP. How does there work effect the follow on.

NASA has no knowledge of any offeror's activities in preparing a response to the current solicitation. This solicitation is for a new LDEM program, and is not based on any existing materials.

185. For a technology platform, is there a Learning Management System in place that can support eLearning modules, videos, podcasts, webinars, and instructor-led workshops?

NASA will not provide access to a NASA Learning Management System as part of this program. The components are to be delivered at GSFC. However, if e-learning modules, videos, podcasts, webinars are proposed as part of a solution to the government's SOW, then the cost should be reflected in the price per student.

186. We recognize that the prime must be a small, woman-owned business and perform at least 51% of the work. If subcontractor(s) are used, must they also be a small, woman-owned business?

Please refer to the solicitation I.74 for guidance related to a Woman-Owned Business and subcontractors, and how much of the requirement a prime must perform.

187. Attachment A

#### Background

The survey identified the need to integrate a solid understanding of NASA's political environment, as well as budgetary human capital resources and financial processes. Will the Offeror be expected to incorporate this specific NASA information into and throughout their solutions or will these topics be addressed separately by NASA leadership?

Although not specifically required as part of a proposal, the contractor will work with the NASA POC when incorporating any NASA-specific elements into the program. Activities such as GSFC leadership panels, leadership colloquia, and case studies will be identified by the COR for inclusion to the programs.

The survey determined employees were unclear about the full array of leadership programs available and how they related. Is there an LMS or website available to the Offeror to assess the information available?

NASA will not provide access to a NASA Learning Management System as part of this program.

188. Attachment A

#### 3. Scope of Work

Will a tool such as SharePoint be available for the cohort groups to post documents such as, but not limited to journals, reflective practices, action plans?

The vendor will need to supply any tool, such as SharePoint, included as part of their proposal, and any costs should be reflected in the price per student. However, offerors should not assume the availability of a tool such as SharePoint.

189. L 14: There was no reference to travel expenses. Will travel fall under Federal Travel Guidelines or is it to be included in the Offeror's Firm Fixed Price?

The contractor selected is expected to travel to NASA GSFC to provide services. Any such travel expense should be included in the price per student. Any civil servant travel to participate in the training will be handled by NASA GSFC, and is not a contractor responsibility.

190. Components A-D: Core learning teams (expected in all program components A through C). What is meant by "Core" in the phrase "core learning teams"? Is the emphasis on "core learning" or on "core teams"?

Core learning teams (CLT) are a subset of the larger cohort group and allow the participants to interact directly in a smaller group setting on certain class activities.

191. There are no additional CLINS for Program Management, travel, and ODC. Would these additional costs be included in the per participant cost?

All effort for this procurement should be included in the price per student.

192. The solicitation makes reference to the administration of 360<sup>0</sup> Evaluations for participants. Does this requirement include 180<sup>0</sup> Evaluations for Program A participants, who generally do not have direct reports?

Participants should be offered 360 evaluations. However, in the absence of direct reports, 180 evaluations will be acceptable. Please refer to Amendment 5 for the updated SOW.

193. What is NASA's mission now that commercial aviation is involved in space? How does this affect the development of leadership?

The first question is beyond the scope of the solicitation. With respect to the need to incorporate commercial aviation into LDEM materials, the statement of work addresses the topics to be addressed by the components.

194. What is the role of GSFC staff in support of the program?

The NASA POC, will manage, provide feedback, and oversee the program, as well as provide participants with Mentors and Coaches. The contractor is expected to design, deliver and evaluate the program as stated in the government's SOW.

195. Will there be planned interaction between the coaches and students?

Each participant will be assigned a coach as part of the program. Planned coaching sessions will be done outside of the workshops.

196. Section L.15 (a) of the RFP states that "...Offerers may provide the experience or past performance of a parent or affiliated or predecessor company to an Offerer (including a parent or affiliated company that is being otherwise proposed as a subcontractor on this effort..." Is there a more precise definition we must follow with regard to the meaning of an "affiliated company"? Or, shall we simply follow the dictate that "...the firm's proposal demonstrates that the resources of the parent or affiliate or predecessor will affect the performance of the Offerer."

The definition of affiliates is found in the Federal Acquisition Regulations (FAR) 2.101. Otherwise, offerors proposal should reflect instructions stated in L.15.

197. Attachment A

Leadership Competency Models

Are you expecting 360 assessments pertinent and relevant to each distinct level, or 1 combined 360 assessment?

One combined 360 assessment for the entire program will satisfy the government's SOW.

198. Components A-D shall include an array of integrated learning experiences such as, but not limited to the following: In terms of 360 assessments, which ones does NASA currently use?

NASA has relied on vendor-supplied 360 assessments in the Leadership Programs. Please include any applicable costs in the price per student.

199. I see that the proposal is to have 1" margins. Can the numbers, contract number, and name of offeror be in a footer or header that is within the margin?

This is acceptable.

200. May we use any particular 12 point or greater font?

Yes you may use any particular 12 point font.

201. May we include color in our proposals?

Yes. You may use color in your proposals.

202. Will members of the cohorts A, B, and C, be promoted upwards so that the cohort size is regularly changing? Will people enter the next cohort or remain in the same cohort for five years?

Attendees of a particular program will not be promoted to the next program upon completion. If they want to participate in a different program, they will have to apply to that program and be selected to participate. Please refer to Solicitation Amendments and revised SOW and Exhibit 1 for further guidance. Also, question number 126 provides historical data, minimums, and maximums.

203. Will participants have access to YouTube, if we wish to include videos as part of our learning sequence?

YouTube can be accessed in the Training Facility through a laptop available in the room and hooked up to a projector.

204. Has the set-aside changed from Woman Owned Small Business? There are strikeouts in the track changes document we downloaded?

No, the Procurement is still a Women Owned Small Business Set-Aside. There are no strikeouts in the document that was posted.

205. Has there been a change to the RFP due date?

Yes. Amendment 5 extends the due date to April 11, 2014.

206. How much media do you prefer in a session?

There is no stated preference in the solicitation.

207. Will we get a list of all the contacts that attended the pre-proposal conference?

A list of attendees has been posted.

208. For projects. How much vendor involved vs. Goddard Champion

Team project activities proposed as a solution to the government's SOW will be the responsibility of the vendor. The NASA POC will be available for guidance and feedback.

209. In A, Statement of Work, in the list of learning experiences, what is meant by and what are examples of

- a. The "mini-workshops" in the integrated learning experience: "Continuous Learning through optional creative learning group mini-workshops." What function do these serve? How is that function different from that of the cohort workshops listed in the

first bullet point? How, specifically, do the mini-workshops contribute to continuous learning and what makes the mini workshops “creative.”

Continual learning is critical for sustaining effective leadership skills. Creative Learning Groups mini-workshops are a means of offering continual learning to program participants and graduates. The mini-workshops would ordinarily be of ½-day or 1-day in duration. Any mini-workshop proposed as a solution shall be included in the price per student.

- b. “Core learning teams” : please describe what this is and how it would differ from the cohort. What does a “core learning team” do? Please provide more information beyond just saying these are subsets of members in a cohort. This is not a term that is standard in our industry and core learning teams vary significantly in definition and scope based on the organization within which they are found.

Core learning teams (CLT) allow the participants to interact directly in a smaller group setting on certain class activities. Each program should include a mix of activities that engage participants on the individual level, in small groups or as an entire cohort.

- c. What are “group/team learning practices and/or action learning?” How do the “group/team learning practices and/or action learning” outcomes differ from those that result from the “team projects [and] learning”? Action learning is typically defined as a process whereby people work and learn together by tackling real issues (e.g., a team project) and reflecting on their actions. Learners acquire knowledge through actual actions and practice rather than through traditional instruction. Thus, as mentioned in the bulleted list, “team projects, learning, reflection and support” is redundant with “group/team learning practices and/or action learning)

The Government is comfortable with the requirement as stated in the SOW. Although there is some natural overlap between elements on the bulleted list in the SOW, the two listings are not redundant. Team projects would be actual assignments that a team would work on during the course of a program with a deliverable at the end. Group or team learning practices and/or action learning could include somatic exercises, group coaching, case studies and business challenges. Both bullets would include reflecting on actions and debriefing as a group. These examples serve to differentiate between the two separate listings, but the examples included in this answer are not all-inclusive.

210. In the Videocon yesterday, it was mentioned that there would be up to 30 people in LDEMA, up to 30 people in LDEMB, up to 30 people in LDEMC, and up to 12 people in LDEM D. Thus, are we correct that there will be up to 102 people in the LDEMs during each fiscal year of the contract?

NASA GSFC expects to run 1 LDEM A, B, C per year with a maximum number of 2 per year. NASA GSFC expects to run 1 LDEM D every 18 months to 24 months. Please refer to updated Exhibit 1 and question number 126.

211. Will there be only one cohort of LDEMA in each fiscal year, one cohort of LDEMB in each fiscal year, one cohort of LDEMC in each fiscal year, and one cohort of LDEMD in each fiscal year.

NASA GSFC expects to run 1 LDEM A, B, C per year with a maximum number of 2 per year. NASA GSFC expects to run 1 LDEM D every 18 months to 24 months. Please refer to updated Exhibit 1 and question number 126.

212. How many participants completed LDEMA, LDEMB, LDEMC, and LDEMD for the base and each of the options years for the previous contract?

Please refer to the historical data provided in question number 126.

213. I have been through the documents but still cannot find the method of delivery. Typically these types of proposals are delivered by email to the Contract Specialist. Is that the case here or are you expecting a hard copy through the mail?

Please follow the solicitation guidance provided in F.6.

214. Are there any restrictions concerning the binding of the proposal volumes. Is spiral binding acceptable? Is the use of three-ring binders acceptable?

There are no restrictions concerning the binding of the proposal volumes. Spiral binding and three-ring binders are acceptable.

215. Does the incumbent have the option of submitting a proposal for this RFP?

The incumbent is able to submit a proposal for this RFP.

216. In answer to question 7, it was mentioned that the Women owned small business certification to be confirmed via SAM and NASA GSFC industry assistance. My company is in SAM and certified in section K however, I have neither done anything with NASA GSFC industry assistance office nor have an official WOSB certificate. Is that mean I am not qualified as WOSB for this RFP?

NASA GSFC Industry Assistance Office (IAO) has confirmed that a SAM's account, SBA Certification, and certification in section K qualifies an offeror as a

WOSB. IAO may provide assistance only to the Contracting Officer as it relates to the 19.1503 (b) (1) through (3) and (c)(1). Please refer to FAR 19.1503 for guidance. Procurement will coordinate all certification confirmation coordination with Small Business Administration.

217. The RFP asks for bullet points, for each workshop, describing "key learning objectives and workshop outcomes." Are you asking for two distinct lists, one for key learning objectives and another for workshop outcomes? Or do you consider key learning objectives and workshop outcomes to be sufficiently related as to require only a single list?

The learning objectives and workshop outcomes can be combined into a single list for each workshop.

218. Ref: 159486-SOL-001-001, L.6 (b)(b) Page 44 states that the font may be no less than 12 point type. Does that apply to body text only? May tables and graphics use a smaller, but legible font?

12 point type font only applies to body text. Tables and graphics may use smaller but legible font.

219. Can NASA please elucidate the meaning of "duration" in Amendment 3? With blended learning, leadership programs may include ongoing developmental exercises, job shadowing, and other experiential exercises that occur on a longer term basis after class time is over. Do these durations specify classroom days, or the length of time between the kick-off and close-out of the component, or something else?

The duration range mentioned in Amendment 3 refers to classroom days.

220. Mod 003-001 indicates a length of time for each component, e.g. A at 6-10 days, max of 2 sessions per year.

Should we interpret "sessions" to be the same as "cohorts"? For example, for Component A, that would be 6-10 days of development per cohort, distributed in whatever way vendor and NASA agree makes sense?

Sessions and cohorts mean the same thing here—a complete offering of a particular program. If a maximum of two sessions are listed for Component A, then we could have two separate offerings for that component during the course a calendar year.

221. An unrevised portion of the RFQ indicates 100 participants will come through Component A per year, however it is also stated that a maximum of 30 participants per cohort/class. This would mean 2 sessions or cohorts wouldn't cover all 100 participants for Component A, at best it would cover 60 participants if the vendor is comfortable with 30 participants per cohort. Can you please clarify this discrepancy ASAP?

Exhibit 1 has been revised. Please prepare your proposals accordingly.

222. The pricing table still is indicating a price per person with 100, 75, 55 and 15 participants at each Component A-D. Will this table be changed?

Exhibit 1 has been revised. Please prepare your proposals accordingly.

223. Will the maximum number of participants also change by Component?

Please refer to question number 126 for maximum numbers of participants.

224. With the uncertainties now of the number of students would go through each component, would NASA be willing to shift from a price per student to a firm fixed price by component and/ or allow for a separate price for development and a separate price for delivery? We know you've previously indicated the price would continue to be per student, however these discrepancies now cause us to elevate the questions anew.

NASA does not plan to change revised Exhibit 1 any further. Please provide a proposal in accordance with the solicitation.

225. If not, will NASA guarantee a minimum a guaranteed number of students per year per component? Or per session/cohort?

Please refer to clause B.2 for contract minimum and maximum.

226. It is anticipated that LDEM A will have 100 participants each year. If these are to be divided over two sessions annually, there would be approximately 50 participants in each session. And, if workshops are limited to 30 people, then presumably, we will need to accommodate two workshop groups every time a session is offered. Or, if only one session is offered each year, we will need to manage four workshop groups for that session.

Please refer to Solicitation Amendments and revised SOW and Exhibit 1 for further guidance. Also, question number 126 provides historical data, minimums, and maximums.

227. It is anticipated that LDEM B will have 75 participants each year. If workshops are limited to 30 people, then presumably, we will need to accommodate three workshop groups every year, divided over one or two sessions per year.

Please refer to Solicitation Amendments and revised SOW and Exhibit 1 for further guidance. Also, question number 126 provides historical data, minimums, and maximums.

228. It is anticipated that LDEM D will have 15 participants each year. Workshop size for LDEM D is limited to 12 participants. Therefore it will be necessary to accommodate two workshop groups every time an LDEM D session is offered.

Please refer to Solicitation Amendments and revised SOW and Exhibit 1 for further guidance. Also, question number 126 provides historical data, minimums, and maximums.

229. We are asked to bid on this RFP on a "price per participant" basis for LDEM A, B, C, and D, and this is based on the expected number of participants each year. This bid will be placed within the Excel spreadsheet template NASA has provided. However, on p. 6, the RFP requests that the offerer propose a price per student that shall not be exceeded. Since this is an indefinite delivery and indefinite quantity contract, the figures to be proposed on p. 6 should reflect a maximum price per student given the possibility of smaller or fewer cohorts. Therefore, the figures to be proposed as specified on p. 6 need not be in agreement with the figures to be entered into the Excel spreadsheet.

Offerors are expected to complete clause B.5 placing a price per participant for each cohort program for all 5 years of the contract. Offerors are expected to complete Exhibit 1 based on the governments estimates provided for a 5 years of the contract.

230. On page 48 of the RFP, item L.14, it states that our price offer in Exhibit 1 shall be "consistent" with the price per student provided under contract clause B.5.I presume that "consistent" in this instance does not necessarily mean "identical."

Correct. These numbers are not identical as B.5 requests a price per participant whereas Exhibit 1 is asking for a price based on the government provided estimate for the complete contract year.

231. When you list the "duration" for LDEM A, B, C, & D, this is, of course, new information. But, the information still seems sketchy. Is the duration to be divided up among the sessions per calendar year? Or, is that duration to be repeated for each session?

The duration stated for each program is the expected length for each session of the program.

232. With regard to the "duration," do these lengths of time, ranging from 6 to 25 days represent uninterrupted time periods, as in a "camp" experience, where participants will be away from their other responsibilities? That is the impression I have. However, unless you remove the participants from the GSFC environment, I imagine that they will not really be available full-time. So, perhaps, the intention was to make them available 1/2 or 1/3 or 1/4 time during the workshop durations. Can you clarify this?

The expectation is that the solution to the government's SOW for each component be a cohort experience spread over several workshops and not a camp experience. Participants in all programs are expected to commit to attending all of the planned workshop dates

233. In particular, with regard to the D cohort, can they be taken away from their normal responsibilities for a period of from 15 to 25 days?

Participants in all programs, including LDEM D, are expected to commit to attending all of the planned workshop dates.

234. Also, with regard to the D cohort, the RFP indicates that there will be 15 individuals. However, the workshops shall have a maximum of 12. Does this mean we should not expect to have all 15 together in any one workshop?

The only reference in regards to the D cohort number of participants can be found in Exhibit 1 which was revised per Amendment 4.

235. Does the duration mentioned for the different LDEMs refer to the days in session or the total time in immersion that includes work outside of the workshops, i.e., for LDEM A do we understand this to mean  
6-10 days across the 2 sessions + additional time for follow on work between and after session 2, OR  
Total of 6-10 days across 2 sessions and follow on work?

The duration mentioned is the expected total length in workshop days for one offering of the program. Sessions refer to the number of times the program could be offered during the period stated.

236. Are the durations referring to maximum time or is it the range, i.e., does LDEM B have to be between 10-15 days or can it be less than that?

The durations stated are the expected length of the programs, and any program proposed should fall within that range.

237. A lot of the work in LDEM A is foundational work on which the other LDEM levels build. If there are people who come in for LDEM B (for example without being through LDEM A) can we take those people through an accelerated journey of 1-3 days prior to

the start of the cohort so that they start at the same level as others in the cohort and we are not slowing the cohort down because of few?

There should be enough foundational elements from the lower level programs woven in the upper level programs for any new participants to learn and understand the concepts, with exercises that are unique to each program, so it won't be too much overlap for those students who have taken the preceding levels.

238. I do have one question regarding the expected program lengths in Section 3 of the SOW and would like clarification -- are these program lengths, ie LDEM A duration of 6-10 days, per calendar year or the total program duration over the 5 years?

The duration mentioned is the expected total length in workshop days for one offering of the program. Sessions refer to the number of times the program could be offered during the period stated. In the example of LDEM A, each offering would be 6-10 workshop days long, and could be offered a maximum of two times a year.