

## PERFORMANCE WORK STATEMENT

### **PROFESSIONAL AND TECHNICAL SUPPORT FOR The Center for Civil-Military Relations at Naval Postgraduate School, Monterey, CA**

#### **1.0 INTRODUCTION**

1.1 Supported Activity: The Center for Civil-Military Relations (CCMR), located at the Naval Postgraduate School in Monterey, California, has been tasked by the Departments of Defense and State to strengthen democratic civil-military relationships and build capacity of U.S. allies and partners. CCMR, supported by a faculty of prominent scholars, government officials, and military officers, accomplishes this goal by assisting those nations in making integrated defense decisions. This effort applies to the following six lines of activity that comprise security assistance education:

- International Mobile Education Teams and Civil-Military Relations courses (IMET)
- International Defense Acquisition Resource Management (IDARM)
- Combating Terrorism (CT)
- Collaborative and Adaptive Security Initiative (CASI)/Prevention, Relief & Recovery (PR&R)
- Leader Development and Education for Sustained Peace (LDESP)
- Regional Security Education Program (RSEP)

The contract type will be a single award IDIQ with work directed through individual cost plus fixed fee and firm fixed price task orders issued by the government Contracting Officer. The work effort is for non-personal personnel services to be provided for conducting state-of-the-art short duration courses and education events.

#### **2.0 BACKGROUND AND PROGRAM DESCRIPTION**

2.1 CCMR's lines of activity for this effort are outlined below in sections 2.1.1 to 2.1.6. The programs in each activity build upon each other in content and delivery. Significant synergies exist between each and all of these programs; put together they create more than the sum of the parts. Many of the same educators, technicians and trainers are habitually used in these programs. As each of these lines of activity requires collaboration with each other, CCMR considers these six areas as part of one large program which cannot be effectively split for educational and training delivery purposes. Common tasks in meeting educational and training needs include academic activities and curriculum development, student support services, education and training programs, provision of multimedia support, and implementation and support of exercises, case studies and workshops. Support includes, but is not limited to, design, development, preparation, and refinement of curriculum and content material for education programs; coordination of faculty participation in agendas or matrixes, execution of personnel

and student operational support; and provision of student support services through the relay of recommendations, needs, and goals for future education events.

2.1.1 International Mobile Education Team and Civil-Military Relations course activities typically involve, but are not restricted to, duties and locations, and durations of the following: A series of one to two-week long mobile events from the following course offerings, tailored to individual country requirements and developing needs over time to include: Civil-Military Relations, Civil-Military Relations for Junior Military Leaders, Disarmament, Demobilization and Reintegration, Security Forces and the Electoral Process, Local Focus Program on Civil-Military Relations, National Security Planning Global Commons Security, Intelligence and Policymakers, Intelligence Fusion Centers, Women Integration in the Armed Forces, Cyber Security Policy and Practice, International Defense Transformation, Threat Assessment, Integrated Education And Outreach Programs, Managing Ethnic Conflict and Religious-Based Violence, and other courses. These tailored course series offerings are conducted to all levels of partner nation military officers and civilian leaders and are held abroad as necessary. These events occur in a wide variety of countries including, but not limited to, Albania, Algeria, Bolivia, Brazil, Bulgaria, Cameroon, Chad, Chile, Comoros, Czech Republic, Democratic Republic of the Congo, Equatorial Guinea, Indonesia, Estonia, Ethiopia, Gambia, Ghana, Guinea, Hungary, Ivory Coast, Jordan, Moldova, Mozambique, Palestine, Poland, Slovakia, South Africa, Tunisia, Uganda, Ukraine, Vietnam and others.

2.1.2 International Defense Acquisition Resource Management activities typically involve, but not limited to, duties, locations, and durations of the following: One to two-week long resident/mobile events covering defense acquisition resource management related topics tailored to individual country requirements. Sample program offering topics may include: Principles of Defense Acquisition Management, Principles of Defense Procurement and Contracting, International Defense Acquisition Negotiations, Contracting for Pre-Deployment and Deployment Operations, Managing Complex Defense Armaments Projects, Logistics and Life Cycle Management of Armament Projects, Capabilities Based Requirements, and Ethics and Integrity in Defense Acquisition Decision Making, and other related topics. These tailored offerings are designed for international military officers (grades O4-O6) and civilian equivalents. They are conducted abroad. These events occur in a wide variety of countries including, but not limited to, Argentina, Czech Republic, the Democratic Republic of the Congo, Egypt, Jordan, Kazakhstan, Lebanon, Morocco, Poland, and Serbia.

2.1.3 Combating Terrorism activities typically involve, but are not restricted to, duties, locations, and durations of the following: A series of one to two-week long mobile events or workshops from the following course offerings, tailored to individual country requirements and developing needs over time to include: Intelligence and Fusion Center Stand-ups, Evolving Strategic Communication Paradigms in Response to Terrorism Attacks, Strategic Interagency Capacity Delineation in Combating Terrorist Threats & Risks, Core, Defensive, and Offensive Combating Terrorism Strategies, Maritime Risk and Net Assessment, Emerging Maritime Terrorism and Violence Issues, and Emerging Regional Maritime Terrorism Issues, and Emerging Combating Terrorism Issues. These tailored course offerings are targeted at mid to senior levels of partner

nation military officers and civilian leaders, conducted OCONUS. These events are executed in a wide variety of countries including Chad, Estonia, Democratic Republic of Congo, Sri Lanka, Panama, El Salvador, Bangladesh, Sierra Leone, Mali, Madagascar, Cameroon, Ghana, Nepal, Indonesia, Thailand, Vietnam, Yemen, South Sudan, Ivory Coast, Djibouti, Romania, Cambodia, Slovakia, Lebanon, Colombia, Jordan, Iraq, Slovenia, Ukraine, Mexico, and other countries.

#### 2.1.4 The Collaborative & Adaptive Security Initiative and The Prevention, Relief & Recovery programs:

The Collaborative and Adaptive Security Initiative (CASI) is an integrated education and outreach program designed to place US Service Members into learning situations alongside the other communities they work among – such as, representatives from partner nations, Government civilian agencies, and international organizations. The program is currently coordinating potential partnering events with other countries that will co-mingle US Service Members with officers and officials from the countries' armed forces to strengthen relationships and discuss collaboration in the event of large-scale disaster in that country. The Prevention, Relief & Recovery (PR&R) program is a teaching and engagement activity that conducts programs for peacebuilding, humanitarian, and conflict management professionals operating around the globe. The Program recently conducted its inaugural two-week, in-residence seminar on managing ethnic conflict and religious-based violence. These events could occur in a wide variety of countries including, but not limited to Vietnam, the Democratic Republic of the Congo and in resident at Monterey, CA.

2.1.5 Leader Development and Education for Sustained Peace (LDESP) activities typically involve, but are not restricted to locations, and durations of the following: 1) A series of two to three-day regional seminars focusing on political, cultural, security and other mission related issues tailored to individual unit requirements that aim to prepare mid to senior military leaders participating in multilateral and joint military exercises with partner militaries and short and long-term engagements in the Middle East, Europe, Pacific, Afghanistan, Africa, and other regions around the world. These tailored seminars are usually conducted at unit locations within the US (and some OCONUS events); 2) Three-day State Partnership seminars focusing on areas of cooperation between the state National Guard within the US and its partner country. These tailored seminars are typically conducted at the National Guard unit headquarters and targeted at mid to senior level military officers and State civilian leaders, country delegates, representatives from state government and experts in areas of cooperation within the State and; 3) Three-day seminars customized to address the concerns of the Ministry of Interior, law enforcement and security organizations in partner East European and Balkan countries focusing on law enforcement challenges in the region, immigration, radicalization trends in the region, de-radicalization strategies and cooperative measures with regional law enforcement networks. These events will include a scenario based exercises, case studies and projects and will be executed in the Balkans and Central/Eastern Europe to include Bulgaria, Bosnia, Macedonia, Hungary, Romania, Serbia, Kosovo and Albania.

2.1.6 The Regional Security Education Program (RSEP) activities typically involve, but are not restricted to locations, and durations of the following: 1) Shore commands: A series of three to five-day graduate-level education on regional political-military matters incorporating historical and cultural perspectives and current affairs to prepare Carrier Strike Groups, Expeditionary Strike Groups, and other independent deploying units and staffs. 2) At-sea opportunities: A series of five to ten-day graduate-level education on regional political-military matters incorporating historical and cultural perspectives and current affairs to prepare Carrier Strike Groups, Expeditionary Strike Groups, and other independent deploying units and staffs. All shore command and underway opportunity activities will incorporate cultural awareness and sensitivity training to enhance strike group mission readiness and regional situational awareness. RSEP is an integral part of the Navy's Language, Regional, Expertise, and Culture (LREC) program directed by the Secretary of Defense (SECDEF), Chairman of the Joint Chiefs of Staff (CJCS) and administered for the Navy by the Chief of Naval Personnel (CNP/N1) (N13) and the U.S. Fleet Forces Command.

Program	Estimated QTY	Avg # of Students	Courses	Countries
IMET		a		
	15	25 - 70	Civil-Military Relations	Albania, Algeria, Bolivia, Brazil, Bulgaria, Cameroon, Chad, Chile, Comoros, Czech Republic, Democratic Republic of the Congo, Equatorial Guinea, Indonesia, Estonia, Ethiopia, Gambia, Ghana, Guinea, Hungary, Ivory Coast, Jordan, Moldova, Mozambique, Palestine, Poland, Slovakia, South Africa, Tunisia, Uganda, Ukraine, Vietnam and others.
	1	25 - 70	Civil-Military Relations for Junior Military Leaders	
	2	25 - 70	Disarmament, Demobilization and Reintegration	
	1	25 - 70	Security Forces and the Electoral Process	
	1	25 - 70	Local Focus Program on Civil-Military Relations	
	3	25 - 70	National Security Planning Global Commons Security	
	4	25 - 70	Intelligence and Policymakers	
	1	25 - 70	Intelligence Fusion Centers,	
	4	25 - 70	Women Integration in the Armed Forces	
	3	25 - 70	Cyber Security Policy and Practice	
	1	25 - 70	International Defense Transformation,	

	2	25 - 70	Threat Assessment	
	1	25 - 70	Integrated Education And Outreach Programs	
		25 - 70	Command Post Exercise	
<b>IDARM</b>				Argentina, Czech Republic, the Democratic Republic of the Congo, Egypt, Jordan, Kazakhstan, Lebanon, Morocco, Poland, and Serbia. Also in resident at Monterey, CA.
	4	10 - 18	Principles of Defense Acquisition Management *	
	2	10 - 18	Principles of Defense Procurement and Contracting*	
	2	10 - 18	International Defense Acquisition Negotiations*	
	0	10 - 18	Contracting for Pre-Deployment and Deployment Operations	
	1	10 - 18	Managing Complex Defense Armaments Projects	
	2	10 - 18	Logistics and Life Cycle Management of Armament Projects	
	2	10 - 18	Capabilities Based Requirements	
	0	10 - 18	Ethics and Integrity in Defense Acquisition Decision Making	
<b>CT</b>				Chad, Estonia, Democratic Republic of Congo, Sri Lanka, Panama, El Salvador, Bangladesh, Sierra Leone, Mali, Madagascar, Cameroon, Ghana, Nepal, Indonesia, Thailand, Vietnam, Yemen, South Sudan,
	3	35	Civil-Military Responses to Terrorism(Global)	
	5	35	Civil-Military Responses to Maritime Security	
	3	35	Civil-Military Responses to Terrorism (Regional)	
	3	35	Civil-Military Responses to Terrorism (Bilateral)	
	3	35	Civil-Military Responses to Terrorism: Border Security	

				Ivory Coast, Djibouti, Romania, Cambodia, Slovakia, Lebanon, Colombia, Jordan, Iraq, Slovenia, Ukraine, Mexico, and other countries
	4	35	Civil-Military Responses to Terrorism: Intelligence and Combating Terrorism	
	2	35	Civil-Military Responses to Terrorism: Consequence Management	
<b>CASI and PR&amp;R</b>				Vietnam, the Democratic Republic of the Congo and in resident at Monterey, CA.
	2	15-20	Managing Ethnic Conflict and Religious-Based Violence	
	4	15-20	Partnering Events With Other Countries to Strengthen Relationships and Discuss Collaboration in the Event of Large-Scale Disaster	
	2	15-20	Managing Security Dimensions of Refugees & IDP's	
<b>LDESP</b>				Throughout the United States; East European and Balkan countries
	16-18	120-300	Seminars focusing on political, cultural, security and other mission related issues tailored to individual unit requirements	
	2	120-300	Partnership seminars focusing on areas of cooperation between the state National Guard within the US and its partner country	
	3	120-300	Seminars customized to address the concerns of the Ministry of	

			Interior, law enforcement and security organizations in partner East European and Balkan countries	
<b>RSEP**</b>				Throughout the United States and At-sea
		100	Shore commands: graduate-level education on regional political-military matters incorporating historical and cultural perspectives and current affairs to prepare Carrier Strike Groups, Expeditionary Strike Groups, and other independent deploying units and staffs	
		400	At-sea: graduate-level education on regional political-military matters incorporating historical and cultural perspectives and current affairs to prepare Carrier Strike Groups, Expeditionary Strike Groups, and other independent deploying units and staffs	

\*IDARM courses offered bi annually in residence at Monterey, CA

\*\*RSEP shore courses are offered on the average three times a year; RSEP at sea courses are offered on the average nine times per year

### 3.0 Tasks

3.1 The following tasks represent activities which will occur for any and all events covered under this performance work statement (PWS). The contractor will produce task-oriented deliverables in accordance with requirements in this statement of work and subsequent task orders. Each task order will define further the scope of the work effort required for that end user.

3.2 The non-personal services to be provided include NPS graduate level assistance and graduate level teaching. To develop and deliver graduate-level education the contractor must maintain the highest skill levels, be an acknowledged expert in his/her field.

3.3 Contractor may be required to attend faculty meetings, professional conferences, and student presentations in order to meet the goals, objectives of the outlined tasks. In addition, contractor shall maintain professional proficiency, as evidenced by a program of personal scholarly

advancement; and he/she shall participate in professional societies, meetings. He/she shall maintain professional skills and experience in order to meet the goals, objectives of the outlined tasks. Evidence, i.e. published papers, membership, credentials shall be made readily available upon request by the Contracting Officer's Representative (COR) and should be maintained throughout the life of the contract at no additional cost to the Government.

### 3.4 Conduct Course and Educational Event Development

3.4.1 The contractor shall provide course and educational event development and delivery to support CCMR education programs for International Mobile Education Teams, International Defense Acquisition Resource Management, Combating Terrorism, Prevention, Relief & Recovery, Leader Development Education for Sustained Peace, and Regional Security Education Program. Deliver presentations, products and curriculum material to the government Program Manager for education events.

3.4.2 The Contractor will be responsible, if tasked, to develop quality course, educational event and/or curricula material that maintains awareness of the areas specified here in under section 1.1 Courses will be taught at NPS or at other locations as established by task order.

3.4.3 Contractor shall be responsible for developing reading assignments, handout material, slide/power-point presentations, homework problems and solutions, projects, course syllabi (similar document) and course schedule necessary to provide quality education.

3.4.4 Contractor shall be responsible for developing testing tools and a final comprehensive examination or final project/paper, which will complement and summarize course effectiveness.

3.4.5 The contractor shall if tasked provide courses and educational events that allow participants to gain a strategic overview of the operational environment and assist participants in readiness to achieve mission objectives in deployed region or topic.

3.4.6 Contractor shall be responsible for developing a methodology that properly measures and records student progress. The records reporting shall be consistent with the guidelines used by the programs identified above.

3.4.7 Contractor shall be responsible for, and shall develop, an effective research program that will complement educational objectives as defined by the knowledge and skill requirements for the course, educational event and/or curricula.

3.4.8 Contractor shall be responsible for, developing a course syllabus or equivalent document which articulates the course or event learning objectives, the enabling objectives, and the grading criteria to ensuring instructional effectiveness and student learning.

3.4.9 The contractor shall modify any government furnished course modules to include the most updated references, learning objectives and tailoring to the region for the given topic to be delivered.

3.4.9.1 The material shall be updated to incorporate examples and scenarios appropriate the national and regional context for the participant countries identified in any given task order.

3.4.9.2 Course material may be added and others deleted based on changes in current events that fall under the main theme of task order specified course subject and related course content.

3.4.9.3 Prior to updating government furnished material the contractor shall provide a summary to the COR of the need and how the each should be modified to sufficiently update, revise, augment and localize the existing government furnished material. This material shall be considered open source and the government shall maintain unlimited writes to its use for any future actions.

### 3.5 Delivery of Education and Training Programs

3.5.1 The contractor shall provide subject matter expertise to CCMR education events. Develop and deliver learning scenarios, practical exercises, and course presentations. Provide subject matter expertise to workshops, panel discussions, and resident/mobile events. Assess student learning and evaluate student performance. The contractor shall meet reporting requirements following program implementation by: report event outcomes, assess program effectiveness, record participant feedback, and ensure programs meet educational goals and objectives. Develop, disseminate, and archive event deliverables and related reports.

3.5.2 The contractor shall be responsible for collecting all relevant teaching material, to include, but not limited to course syllabi, white paper, course schedule or equivalent document to meet NPS goals/objectives, and shall then be responsible for preparing/teaching that material to an identified student population.

3.5.3 In accordance with the approved syllabus, white paper, course schedule or equivalent document, the contractor shall be responsible for presenting the course in an effective manner, tailoring teaching methodology to accommodate special course requirements, special student needs. Contractor will be responsible for developing, tailoring, distributing all corollary materials, to include audio visual aids, power point presentations, hand-outs, field-trips, research projects/programs, facilitating student research activities, including theses and group projects, and other like tools/activities.

3.5.4 Contractor shall present the material in a professional manner; guide student project development to include scoping, review, and modifications; guide student research to include strategy, methodology and tools; advise student writing specifically for knowledge domains such as engineering, science, and policy; advise student presentation and examination of theses, dissertations, and capstone projects; and shall be available during class and for the time specified in the task order to respond to student questions. Presentations and answers to questions shall be well-reasoned, well-researched, and shall be up-to-date in terms of current doctrine, subject advancements, and regional issues and in accordance with the highest standards at post-graduate institutions like NPS.

3.5.5 Contractor shall develop metrics/evaluations for determining success of course instruction, educational product and training presentations. These metrics/evaluations shall measure understanding and retention of course material. Evaluations shall be analyzed for trends, concerns, questions, improvements, and recommendations given by course participants.

3.5.6 For each developed course or piece of material against this contract the contractor shall apply the appropriate project management techniques to meet the goals, timelines, and required resources.

3.5.7 The contractor shall maintain a database that outlines the current status of courses, educational event or material developed. At a minimum the database shall include start, finished, estimated completion date, description, type of solution, faculty impacted, associated program, and discipline. The database shall be maintained on a weekly basis.

### 3.6 Support Students

3.6.1 Contractor shall be responsible for tracking overall student progress, course effectiveness, areas of concern, and demonstrating trends. Reports will be quarterly, in writing, and presented to program office and/or assigned delegate in a format that comports with NPS requirements – established by task order. The reports may also be required orally in daily, weekly meetings, as tasked.

3.6.2 Contractor shall perform all logistics functions, ensuring that students are identified, have the proper material, and can properly register and receive course material

3.6.3 Identify and assess students' and participants' needs for providing recommendations which can be incorporated into improving the operational capacities and requirements of CCMR education programs. This information will also be used in identifying and defining educational goals and objectives so as to ensure student needs are met. Conduct student surveys as appropriate.

3.6.4 The contractor shall be responsible for reviewing student projects utilizing subject-matter expertise. Contractor must likewise demonstrate and deploy high-level oral communication and writing skills in providing guidance to individual students and student groups by providing real-time recommendations to improve student projects, programs, theses, and research.

3.6.5 Contractor will provide high-level guidance, both orally and in writing, on how to identify issues as defined by task orders dealing with student projects.

3.6.6 Contractor will provide, both oral and written guidance, identifying research strategies, methodology.

3.6.7 Contractor will provide, both oral and written guidance, on recommended changes to projects, programs based on subject-matter expertise and contractor understands of post-graduate-level requirements, to include, advances or changes in the field.

### 3.7 Implement and Support Exercises, Case Studies and/or Workshops

3.7.1 Plan, coordinate, deliver and provide educational and training presentations, products or expertise for exercise implementation, case studies and/or workshops, including logistical support.

3.7.2 The contractor if tasked shall develop case studies for a given topic, the contractor shall research open sources and use own previous writing/experience on the topics.

3.7.3 The contractor shall prepare presentations, educational products, tabletop exercises and training simulations as specified in a given task order for workshops, seminars or educational events. The workshop, table top exercises and training simulations shall incorporate current research along with survey results from both students and faculty. The contractor shall recommended solutions and participates in discussions, using sound, well-researched basis, to include citations for source material during these training events.

3.7.4 The contractor if tasked shall participate in an open forum with CCMR faculty regarding recommendations for improvements to educational products and exercise implementation plans. These open forums workshops, seminars and training events can accompany a developed case study and/or course implementation strategy. These workshops, exercise implementation and training events shall facilitate a discussion of how participants of educational products, courses will use the knowledge and insight gained through their deployment.

3.7.5 If tasked, the contractor shall provide these training events to facilitate a discussion amongst students and faculty to further their understanding of a particular subject matter.

3.7.6 The contractor shall if tasked develop products for role play in field activities such as war games, multilateral command post and staff exercises, training simulations, field training exercises, and lanes training.

3.7.7 The contractor shall draft inputs to post-event deliverables, including after-action reports, and lessons learned as defined in each task order.

### 3.8 Provide Multi-media Support

3.8.1 Provide multi-media support to CCMR programs. Design multimedia presentations and materials for use in workshops, resident/mobile resident/mobile education events, training exercises, and marketing forums. Standardize and edit presentations and course materials. Create graphics for presentations, online posts, scenarios, and practical exercises. Create student handbooks, CDs, and other exportable event materials. Provide all IT support to implement multimedia presentations.

#### 4.0 Performance Standards and Quality Assurance Surveillance Plan

##### 4.1 Performance Requirements Summary

This table specifies the standard for satisfactory performance of the common tasks specified in this statement of work.

Common Task	Performance Standard
Reports and Materials	<p>1. All reports and materials provided must contain the information specified and are understandable, legible, and accurate.</p> <p>2. All reports and materials must be submitted in a timely fashion in accordance with the schedule of deliverables.</p>
3.4 Conduct Course and Educational Event Development	<p>Academic Activity will be of high strategic value, for example it will contribute to knowledge principally in national, regional, or international security contexts or will provide important support to the work of other agencies conducting international security research and policy development.</p>
3.5 Student Support Services	<p>Customer site surveys and assessments will completely identify needs, capacities and weakness of CCMR programs. Recommended solutions will reflect an integrated approach to security challenges, and incorporate both national and international goals. Recommendations will include analysis of security initiatives for both Military and Civilian government organizations, as well as private sector entities.</p>
3.6 Present Education and Training Programs	<p>Presentations, scenarios and products will be supplied in accordance with the task order delivery schedule and contractor will ensure that final materials are ready for scheduled education courses and/or resident/mobile events. Presentations shall contain the most current and relevant references available at the time of delivery.</p> <p>Contractor recommendations will be provided to the Program Manager for review, and revision as needed. Recommendations will include improvements to practical exercises and group activities that reflect program objectives and encourage participation and feedback from customers.</p> <p>Reports and materials provided will contain all task order requested information in the appropriate format. Reports and materials will be submitted within stated deadlines and will be</p>

	understandable, legible, and accurate.
3.7 Implement and Support Exercises, Case Studies and/or Workshops	<p>This work effort will span the entire spectrum of CCMR education and training programs. Contractor recommendations will adhere to high academic standards, and reflect the ideas, skills, and knowledge in each discipline that are considered essential to achieving CCMR program goals.</p> <p>Presentations, scenarios and products will be supplied in accordance with the task order delivery schedule and contractor will ensure that final materials are ready for scheduled education and training courses and/or seminars. Presentations, both in-person and via distributed learning venues, shall contain the most current and relevant references available at the time of delivery.</p> <p>Contractor recommendations will be provided to the Program Manager for review, and revision as needed. Recommendations will include improvements to practical exercises, case studies and/or workshop materials for group activities that reflect program objectives and encourage participation and feedback from customers.</p>
3.8 Provide Multi-media Support	All multimedia support for simulations scenarios will be supplied in a timely manner that allows for their usage in educational events. Virtual environments and simulations should use realistic source material that allows for easy identification and for related simulations to be integrated into the educational objectives.

## 4.2 Quality Assurance Methodology

Inspections of the Schedule of Deliverables will be based on the standards in the Performance Requirements Summary.

Task	What will be inspected	Who will inspect it	When will it be inspected	Where will it be inspected	How will it be inspected
3.1-3.5	Quarterly	COR	Quarterly upon submission	At the CCMR	Review for scope, content and quality
3.1-3.8	Monthly Report	COR	Monthly upon submission of task order invoice	At the CCMR	Review for content and quality
3.4	Conduct Course and Educational Event Development	COR	Upon completion of projects, or major deliverable sections in ongoing initiatives	At the CCMR, or educational/training site	Review for value and impact
3.5	Support Students	COR	Before educational or training program commencement	Online/at CCMR, or educational/training site	Review customer site surveys and assessments
3.6	Present Education and Training Programs	COR	During and after educational or training programs	At CCMR, or in host nation educational/training sites	Review student and sponsor reports
3.7	Implement and Support exercises, case studies and/or workshops	COR	During and after they are conducted	At event site	Review participant surveys and sponsor after action reports
3.8	Provide Multimedia Support	COR	Upon completion of deliverables and before associated events occur	At CCMR, or in host nation educational/training sites	Examine graphics, logos, banners, software

## 5.0 Confidentiality

5.1 This project and all materials provided to the Contractor by the Government and results, conclusions and recommendations obtained thereof should be considered confidential in nature and treated with the same level of care that the Contractor treats its own confidential business information. The information shall not be disclosed, copied, modified, used (except in the completion of this project) or otherwise disseminated to any other person or entity at any time to include, but not limited to inclusion in any database external to the Government without the Government's express consent.

## 6.0 Travel and Other Direct Costs

6.1 All travel shall be in accordance with the Government's Joint Travel Regulations (JTR) or Federal Travel Regulation (FTR). All travel will be at the request of the government. Travel vouchers and supporting documents must be presented for payment within 45 days after completion of the travel.

6.2 Travel will be required as a condition of contractor performance and will only be performed at the request of the government. The contract may require travel/deployment to hostile areas.

6.3 Trip Report. A trip report shall be submitted 30 days following the completion of required travel. Report shall include as a minimum, the purpose of the trip, date of travel, labor category and significant outcome of the trip.

6.4 International travel not identified in the Task Order is not authorized without prior approval.

## 7.0 Non-Personal Service Statement

7.1 Contractor employees performing services under this order will be controlled, directed, and supervised at all times by management personnel of the contractor. Contractor management will ensure that employees properly comply with the performance work standards outline in the statement of work. Contractor employees will perform their duties independent of, and without the supervision of, any Government official. The tasks, duties, and responsibilities set forth in the task order may not be interpreted or implemented in any manner that results in any contractor employee creating or modifying Federal policy, obligating the appropriated funds of the United States Government, overseeing the work of Federal employees, providing direct personal services to any Federal employee, or otherwise violating the prohibitions set forth in Parts 7.5 and 37.1 of the Federal Acquisitions Regulation (FAR). The Government will control access to the facility and will perform the inspection and acceptance of the completed work.

## 8.0 Personnel Qualifications

8.1 The contractor shall be responsible for employing technically qualified personnel to perform the work specified in this statement of work. The contractor shall maintain the personnel, organization, and administrative control necessary to ensure that the work delivered meets contract specifications and requirements. The work history of each contractor employee must contain experience directly related to the task and functions he/she is intended to perform under this contract.

8.2 The government reserves the right, during the life of the resulting contract, to request work histories on any contractor employee for the purposes of verifying compliance with the above requirements; additionally, the government reserves the right to review resumes of contractor personnel proposed to be assigned. Personnel assigned to, or utilized by, the contractor in performance of work shall be fully capable of performing the contemplated functions of the respective labor categories in an efficient, reliable, and professional manner.

8.3 Labor classifications are contained in the labor descriptions specified herein. The personnel position titles shall be used for proposals, invoicing, and reporting under this contract. It is important to note that the Government may not order some labor categories without also ordering others on the same task order. It is also important to note that all labor categories listed in Section L of this solicitation may not be used under this contract.

8.4 The labor classifications contained herein are for classification purposes and are to be considered a broad description which will be further defined at the task order level.

8.5 Although Labor classification descriptions may include references to supervision or supervisory responsibility, it is an overarching requirement of the contract that the contractor employees shall only supervise or be supervised by other contractor personnel responsible for supervision to or from other contractor employees. In no instance shall a task order be issued requiring a contractor employee to supervise a Government employee nor shall any Government employee be a supervisor of a contractor employee. However, on site Government technical personnel may monitor contractor employee work to assure quality performance and accuracy, as set forth in the individual task orders.

#### 9.0 Organizational Conflicts Of Interest

9.1 The Contractor acknowledges that it is familiar with FAR Subpart 9.5, Organizational and Consultant Conflicts of Interest, and agrees to avoid, neutralize or mitigate such conflicts of interest in accordance with the principles set forth in the FAR.

9.2 If performance of any PWS at the task order level requires the contractor (to include subcontractors) to supply technical support related to systems or projects with which the contractor is already directly concerned, either prime or subcontract, the contractor shall so immediately inform the Contracting Officer. The PWS may be withdrawn if a conflict is found. The Contractor shall not undertake performance of any PWS which requires it to supply technical support regarding such systems until the notice is given, and written consent to proceed is issued by the Contracting Officer.

10.0 Classified Services: Proper performance of this contract will require classified work to take place on government facilities. This on-site work requires contractors to have access to classified information. Attendance at classified mission related meetings or conferences conducted at government sites and access to classified briefings, reports, plans and orders is required to fulfill proper performance of tasks assigned under this contract. All classified material needed for contractors to perform the functions under this contract will be provided from government sources and retained on government property. Retention of classified material at contractor owned or operated facility is not required and is not allowed. Designated contractor employees involved in this contract will be required to have a Secret Security Clearance, as appropriate. Contractor duties will also include access to NATO information as needed for collection of documents, compilation of information, and drafting of reports. Contractors are required to have as a minimum, Joint Personnel Adjudication System (JPAS) visible interim SECRET clearances, complete and sign OPNAV 5239/14 (Jul 2008) "System

Authorization Access Request Navy (SAAR-N)” and (UVF04) “User Validation Form” for Information Assurance compliance to obtain SIPRNet accounts.

10.1 The contractor shall promptly deny Government facility access to any contractor employee/subcontractor employee when the Government Contracting Officer Representative determines that the individual's or individuals' presence is contrary to the best interest of the Government. The contractor shall continue to perform contract services following denial of access.

## **11.0 Contractor Responsibilities.**

11.1 The contractor is solely responsible for the control and supervision of contractor personnel performing under each task order. This includes contractor employee leave and timekeeping issues. The contractor is responsible for properly training its employees before they commence work on a task order to recognize the scope of their duties. Contractor personnel must be qualified to perform the duties of their assigned labor classifications at the beginning of the task order.

11.2 The performance based statement of work will be so structured as to avoid the implication of direct supervision by a Government employee - and these personnel shall be given sufficient advance directives so that the Government employees are not providing day-to-day direction. Contractor employees may not be responsible for making decisions that can affect the war fighter, the Government (as in the case of buying or disposing of government equipment or making decisions affecting Government personnel), and/or making more than ministerial or routine decisions on behalf of the Department of the Navy, its agencies, activities, and personnel.

11.3 The contractor shall be responsible for obtaining any certifications and licenses that may be required for performance under this contract.

11.4 The contractor shall attend all post award conferences and periodic progress meetings convened by the Contracting Officer, Ordering Officer, or Contracting Officer's Representative. Meeting attendance and resolution of any outstanding issues shall be at no additional cost to the Government.

11.5 In no event, may a task allow a contractor employee to drive a Government passenger vehicle, bus or van, or truck of any type without the express permission of the Contracting Officer and in accordance with a determination and findings, as set forth in Federal Acquisition Regulations (FAR) Part 51.

11.6 Requirements that fall under the requirements of the Davis Bacon Act are prohibited under this contract.

11.7 Services that may be available from NIB/NISH must be screened by NIB/NISH and approved by the Contracting Officer prior to award of a task order under this contract.

## **12.0 Labor Categories**

12.1 The contractor shall provide professional and technical support to the CCMR for implementing the work efforts in the statement of work. A clear chain of command between the staffing structure and the government Program Manager will be provided. **The following labor categories represent the historic knowledge and skills needed in order to successfully complete the work.**

## 12.2 Key Personnel – Responsibilities and Desired Experience and Education

### 12.2.1 Training Manager III

- Should have high-level knowledge combined with proven training management capacity for senior level work described in the program/task.
- Should have advanced skill and knowledge to support analysis of training applications within a complex multi-national, multi-dimensional operational environment at the strategic level, develop functional systems, and integrating appropriate support and documentation.
- Participates in all phases of program development with emphasis on the planning, analysis, integration, documentation, and presentation aspects.
- Education level required for success is a Ph.D and/or 12 years of leadership and management experience.

### 12.2.2 Training Manager II

- Should have knowledge combined with proven training management capacity for senior level work described in the program/task.
- Should have solutions to complex training issues and problems that require a detailed knowledge of the subject matter for effective implementation.
- Designs and prepares reports, studies, and related documentation for training applications, develops assessment criteria for achieving program results and prepares and delivers presentations and briefings to support program development.
- Education level required for success is a Ph.D and/or 10 years of leadership and management experience to ensure they are qualified to execute these tasks.

### 12.2.3 Training Manager I

- Directs program/technical support operations involving multiple tasks/projects and personnel at diverse locations.
- Responsibilities include ensuring that all program schedule, performance obligations, and deliverables are met, and that the completed task or project meets all client expectations, is provided on time and within budget.
- Meets and confers with client management officials regarding the status of specific contractor program/technical activities and progress.
- Education level required for success is a Master degree and/or eight years of experience in the area of expertise to ensure they are qualified to execute these tasks.

### 12.2.4 Program Manager

- Manages program/technical support operations involving multiple tasks/projects. Manages personnel at diverse locations to ensure education requirements are met and all

programs are adequately staffed. Serves as the counterpart to the client program/technical manager for a complex program.

- Organize, direct and coordinate planning and execution of all program/technical support activities, resolve problems and conflicts and offer recommendations to the client, which requires an intimate knowledge of the related program.
- Meets and confers with client management officials regarding the status of specific contractor program/technical activities and progress.
- Education level required for success is a Master degree and/or six years of experience in the management of large programs to ensure they are qualified to execute these tasks.

#### 12.2.5 Project Manager

- Should have project management experience for mid-sized, multiple, or complex tasks.
- Should have competent leadership and responsible project direction through successful performance of a variety of detailed, diverse elements of project management tasks.
- Reports in writing and orally to Program Manager on project progress/status and various issues or problems. After action reports are usually submitted 90 days post event.
- Education level required for success is a Bachelor degree and/or four years of experience in the management of programs to ensure they are qualified to execute these tasks.

### 12.3 Non-key Personnel

#### 12.3.1 Instructor/Facilitator II

- Provide high level subject matter expertise combined with proven training management capacity for work described in the program/task.
- Should have advice on complex training issues and problems that require a detailed knowledge of the subject matter for effective implementation.
- Designs and prepares reports, studies, and related documentation for training applications, develops assessment criteria for achieving program results and prepares and delivers presentations and briefings to support program development.
- Education level required for success is a Bachelor degree and/or eight years of experience in the conduct of training to ensure they are qualified to execute these tasks.

#### 12.3.2 Instructor/Facilitator I

- Provide subject matter expertise and knowledge for teaching students on the program specific tasks. Assist the Government Program Manager in the analysis, design, development, integration, documentation and implementation for aspects within their area of expertise.
- Participates as needed in program development with emphasis on the planning, documentation, training and presentation phases.
- The individual must have sound understanding of multiple training systems and be proficient in the use of modern education and training graphics tools.
- Education level required for success is a Bachelor degree and/or six years of experience in the conduct of training to ensure they are qualified to execute these tasks.

#### 12.3.3 Business Management Specialist IA

- Should have a variety of support services experience for senior executives and program managers. Duties include providing professional administrative services, traditional secretarial services and tracking appointments and calendar events. Duties include typing reports and memos, maintaining files (both computer and paper based), answering office inquiries, and performing administrative task.
- Comprise and finalize complex documentation, including support material, users manuals and after action reports, in the style and format required by the Task Order.
- Works on complex projects independently and has thorough knowledge of graphics systems and graphics applications packages including: desktop publishing, CAD, GIS, design packages, HTML, multimedia and other graphics applications.
- Education level required for success is a Bachelor degree and/or four years of related employment experience to ensure they are qualified to execute these tasks.

#### 12.3.4 Operations Specialist II

- Should have experience in a variety of administrative duties to program managers or other management personnel, such as typing reports and memos, maintaining files (both computer and paper based), answers office inquiries, and performs administrative tasks.
- Supports the preparation and/or maintenance of program and operations documentation, procedures and methods, including reference manuals and after action reports.
- Assists with graphics projects and the coordination of graphic/imaging production, coordinates production support as needed.
- Education level required for success is a High School graduate and/or 2 years of related employment experience to ensure they are qualified to execute these tasks.

#### 12.3.5 Administrative Specialist I

- Should have basic administrative support experience in the form of the coordination and planning of meetings, special events and visits.
- Performs a variety of secretarial duties for a program manager or other management, such as typing reports and memos, maintaining computer based and paper files, answers office inquiries, and performs administrative tasks.
- Must be familiar with the use of a personal computer and have good typing skills.
- Education level required for success is a High School graduate and/or 1 year of related employment experience to ensure they are qualified to execute these tasks.

12.5 The lines of activities differ in their education and experience qualifications for key personnel. The following are examples of the education and experience qualifications that are generally required for each line of activity:

#### 12.5.1 International Mobile Education Teams and Civil-Military Relations (IMET)

- Contractor employee shall have an advanced degree (doctorate mandatory) in the discipline of Strategic Studies, International Studies or related field.
- Contractor employee shall have previous work experience in a significant role in the US or NATO Concept Development and Experimentation (CD&E) in a strategic level HQ, e.g. US Joint Staff or NATO Allied Command Transformation.

- Contractor employee shall be published on the topics of defense transformation and/or defense capabilities development.
- Contractor employee should have recent and relevant international instructional experience in instructing defense transformation or capability development topical areas. Recent experience is defined as within the last two years.

#### 12.5.2 International Defense Acquisition Resource Management (IDARM)

- Contractor employee shall have an advanced degree in the discipline of Defense Acquisition Management or related field.
- Contractor employee shall have the ability to communicate multifaceted issues in an effective manner, discuss complex problems, conduct analysis, and recommend solutions.
- Contractor employee shall be able to work effectively in a team instructional environment.
- Contractor employee shall have demonstrated experience in United States defense acquisition.
- Contractor employee should have recent and relevant international instructional and research experience in the following defense acquisition topical areas. Recent experience is defined as within the last two years. Thorough knowledge, experience, and current research in the following defense acquisition management topical areas are required.

#### 12.5.3 Combating Terrorism (CT)

- At least one contractor employee shall have an advanced degree (doctorate mandatory) in the discipline of Strategic Studies, International Relations, Political Science, History, or related field(s). As a minimum all other contractor employees shall have an advanced academic or professional degree or a reasonable equivalent.
- At least two contractor employees shall have previous work experience in a significant leadership role overseeing the design and execution of risk assessment modeling and systems, developing collaboration by intelligence agencies with other government agencies while adhering to democratic principles, and Combating Terrorism in a risk and net assessment context.
- A combination of contractor employees shall be credibly published or have taught international audiences on, as a minimum, topics (at a strategic level) of Combating Terrorism (CT) and Terrorist Networks, CT, Insurgency, and Crime, CT and Intelligence Agencies, CT and Strategy Development, CT and Interagency Decision Making, CT and Ethics, CT and Financing, CT and Border Security, CT and Targeting, CT and Intelligence, CT and Leadership, CT and Ideology, CT and Media Dynamics, CT and Implementation Tools and Strategies, and CT and Measures of Effectiveness.
- A combination of contractor employees shall be capable of developing and presenting

Case Studies on: ISIS, Tokyo Subway Attack, Kenya, Mall Attacks, Emergent Terrorist Groups, and other emerging CT narrowly defined trends and cases.

- Contract employees shall be capable of conducting workshops. Details of workshop are dependent on content of modules of instruction. US Government will develop workshop parameters and content upon submittal of modules of instruction.
- At least 2 contract employees shall have senior level military experience with the Special Operations Forces, Intelligence, Public Affairs, Civil Affairs, or School of Advanced Military Studies (SAMS) communities.
- All contractors should have recent and relevant international instructional experience in instructing CT in strategic level course content. Recent experience is defined as within the last two years.

#### 12.5.5 Collaborative and Adaptive Security Initiative (CASI)/Prevention, Relief, & Recovery (PR&R)

- This is a new line of activity. The contractor shall follow the guidelines listed in C.4.1 to C.4.10.

#### 12.5.6 Leader Development and Education for Sustained Peace (LDESP)

- Contractor employee shall have an advanced degree and recent/in depth knowledge in a discipline that is related to proposed module, such as political science, defense studies, social work or anthropology (specialization in Korea).
- Specific regional knowledge and/or expertise applicable to each module must be demonstrated. Evidence of specific regional knowledge shall include, but not be limited to, actual work experience in country, research in the Korea peninsula (or associated regional research), published papers (from peer-to-peer reviewed professional journals), contributions to reports by U.S. Agency for International Development or reputed Non-Governmental organizations (NGOs), World Bank, United Nations, Congress; or, shall be demonstrated via published/presented papers or interviews to media.

#### 12.5.7 Regional Security Education Program (RSEP)

- Contractor employee shall have an advanced degree, and recent, in depth knowledge in a discipline that is related to proposed module, such as political science, defense studies, social work or anthropology (specialization in Japan).
- Specific regional knowledge and expertise applicable to each module, having worked and/or conducted extensive research covering recent events in Japan. Evidence of specific regional knowledge shall include, but not be limited to, actual work experience in country, research in Japan (or associated regional research), published papers (from peer-to-peer reviewed professional journals), contributions to reports by U.S. Agency for International Development or reputed Non-Governmental organizations (NGOs), World Bank, United Nations, Congress; or, shall be demonstrated via published/presented papers or interviews to media.

- All modules shall be taught by contractor personnel from academia or think tanks, former government or NGOs who has conducted extensive research in Japan covering the security threats and political issues in country/region.
- All instructors must have documented experience teaching academic courses and presenting professional briefings/reports related to proposed topic.
- The contractor personnel assigned to participate in the discussions and facilitate leader discussions shall have extensive experience, demonstrated by previous work assignments, dialoguing with and providing guidance to senior leaders on protocols for working with senior U.S. leaders and counterparts across the continent along with ability to contextualize academic perspectives to operational and strategic objectives of mission.
- It is preferred that the contractor has lived and worked in Japan with recent experience in the country.

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