

GENERAL SERVICES ADMINISTRATION

Federal Supply Service

AUTHORIZED FEDERAL SUPPLY SERVICE

On-line access to contract ordering information, terms and conditions, up-to-date pricing, and the option to create an electronic delivery order is available through **GSA Advantage!**TM, a menu-driven database system. The INTERNET address for **GSA Advantage!**TM is:

<http://www.GSAAdvantage.gov>.

Multiple Award Schedule

Large Category: Professional Services

**Subcategories: Marketing & Public Relations
& Training**

Contract Number: 47QRAA20D000D

Period Covered by Contract: October 21, 2019 through October 20, 2024

Pricelist Current through Modification PS-0003, effective April 24, 2020



Microassist, Inc.

8500 Shoal Creek Blvd., Bldg. 4, Suite 225

Austin, Texas 78757

Telephone: (512) 794-8440

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<http://www.microassist.com>

Contract Administrator: Donald Twining

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For more information on ordering from Federal Supply Schedules go to the GSA Schedules page at GSA.gov.

BUSINESS SIZE: SMALL

CUSTOMER INFORMATION FOR ORDERING ACTIVITIES

1a. Table of Awarded Special Item Number(s) with appropriate cross-reference to page numbers:

SIN	Recovery	SIN Description
541511	541511RC	Web Based Marketing Services
611430	611430RC	Training Services: Instructor Led Training, Web Based Training and Education Courses, Course Development and Test Administration
OLM	OLMRC	Order Level Materials (OLMs)

1b. Identification of the lowest priced model number and lowest unit price for that model for each special item number awarded in the contract. This price is the Government price based on a unit of one, exclusive of any quantity/dollar volume, prompt payment, or any other concession affecting price. Those contracts that have unit prices based on the geographic location of the customer, should show the range of the lowest price, and cite the areas to which the prices apply.

Lowest Priced per SINs:

SIN	Labor Category	Hourly Rate
SIN 611430	Production Specialist	\$64.23
SIN 611430	Learning Quality Control Specialist - Accessibility	\$64.23
SIN 611430	Learning Quality Control Specialist - Audio	\$64.23

1c. If the Contractor is proposing hourly rates, a description of all corresponding commercial job titles, experience, functional responsibility and education for those types of employees or subcontractors who will perform services shall be provided. If hourly rates are not applicable, indicate "Not applicable" for this item. See page 4 for Labor Category descriptions and pages 5-69 for Labor Category detail.

2. **Maximum Order:** \$1,000,000.00
3. **Minimum Order:** \$100.00
4. **Geographic Coverage (delivery Area):** Domestic Only
5. **Point(s) of production (city, county, and state or foreign country):** Same as company address
6. **Discount from list prices or statement of net price:** Government net prices (discounts already deducted).
7. **Quantity discounts:** None
8. **Prompt payment terms:** Net 30 days "Information for Ordering Offices: Prompt payment terms cannot be negotiated out of the contractual agreement in exchange for other concessions."
9. **Foreign items (list items by country of origin):** Not Applicable
- 10a. **Time of Delivery (Contractor insert number of days):** Specified on the Task Order

CUSTOMER INFORMATION FOR ORDERING ACTIVITIES

- 10b. Expedited Delivery.** The Contractor will insert the sentence “Items available for expedited delivery are noted in this price list.” under this heading. The Contractor may use a symbol of it’s choosing to highlight items in its price list that have expedited delivery: Contact Contractor
- 10c. Overnight and 2-day delivery.** The Contractor will indicate whether overnight and 2-day delivery are available. Also, the Contractor will indicate that the schedule customer may contact the Contractor for rates for overnight and 2-day delivery: Contact Contractor
- 10d. Urgent Requirements.** The Contractor will note in its price list the “Urgent Requirements” clause of its contract and advise agencies that they can also contact the Contractor’s representative to affect a faster delivery: Contact Contractor
- 11. F.O.B Points(s):** Destination
- 12a. Ordering Address(es):** Same as Contractor
- 12b. Ordering procedures:** For supplies and services, the ordering procedures, information on Blanket Purchase Agreements (BPA’s) are found in Federal Acquisition Regulation (FAR) 8.405-3.
- 13. Payment address(es):** Same as company address
- 14. Warranty provision.:** Contractor’s standard commercial warranty.
- 15. Export Packing Charges (if applicable):** Not Applicable
- 16. Terms and conditions of rental, maintenance, and repair (if applicable):** Not Applicable
- 17. Terms and conditions of installation (if applicable):** Not Applicable
- 18a. Terms and conditions of repair parts indicating date of parts price lists and any discounts from list prices (if applicable):** Not Applicable
- 18a. Terms and conditions for any other services (if applicable):** Not Applicable
- 19. List of service and distribution points (if applicable):** Not Applicable
- 20. List of participating dealers (if applicable):** Not Applicable
- 21. Preventive maintenance (if applicable):** Not Applicable
- 22a. Special attributes such as environmental attributes (e.g., recycled content, energy efficiency, and/or reduced pollutants).** Not Applicable
- 22b. If applicable, indicate that Section 508 compliance information is available on Electronic and Information Technology (EIT) supplies and services and show where full details can be found (e.g. contractor’s website or other location.) The EIT standards can be found at: www.Section508.gov/.** Not Applicable

CUSTOMER INFORMATION FOR ORDERING ACTIVITIES

- 23. **Unique Entity Identifier (UEI) number:** FF5JF7UHPRF4
- 24. **Notification regarding registration in System for Award Management (SAM) database:** Current and Registered.

Final Pricing:

The rates shown below include the Industrial Funding Fee (IFF) of 0.75%.

Labor Categories Pricing

Item	SIN	Awarded Labor Category	Site	Year 1	Year 2	Year 3	Year 4	Year 5
				10/21/19-10/20/20	10/21/20-10/20/21	10/21/21-10/20/22	10/21/22-10/20/23	10/21/23-10/20/24
1	611430	Senior Learning Architect	Both	\$127.83	\$130.77	\$133.78	\$136.86	\$140.01
2	611430	Instructional Designer	Both	\$93.20	\$95.34	\$97.54	\$99.78	\$102.07
3	611430	Production Specialist	Both	\$64.23	\$65.71	\$67.22	\$68.77	\$70.35
4	611430	Learning Development Project Manager	Both	\$80.35	\$82.20	\$84.09	\$86.03	\$88.00
5	611430	Learning Quality Control Specialist - Accessibility	Both	\$64.23	\$65.71	\$67.22	\$68.77	\$70.35
6	611430	Learning Quality Control Specialist - Audio	Both	\$64.23	\$65.71	\$67.22	\$68.77	\$70.35
7	541511	Accessibility Specialist	Both	\$147.36	\$150.74	\$154.21	\$157.76	\$161.39
8	541511	Accessibility Quality Analyst	Both	\$107.69	\$110.16	\$112.70	\$115.29	\$117.94
9	541511	Accessibility Project Manager	Both	\$107.69	\$110.16	\$112.70	\$115.29	\$117.94
10	541511	Accessibility Remediation Expert	Both	\$146.72	\$150.10	\$153.55	\$157.08	\$160.69
11	541511	Accessibility Document Remediation Expert	Both	\$107.69	\$110.16	\$112.70	\$115.29	\$117.94

Service Contract Labor Standards: The Service Contract Labor Standards (SCLS), formerly known as the Service Contract Act (SCA), is applicable to this contract as it applies to the entire Multiple Award Schedule (MAS) and all services provided. While no specific labor categories have been identified as being subject to SCLS/SCA due to exemptions for professional employees (FAR 22.1101, 22.1102 and 29 CRF 541.300), this contract still maintains the provisions and protections for SCLS/SCA eligible labor categories. If and/or when the contractor adds SCLS/SCA labor categories to the contract through the modification process, the contractor must inform the Contracting Officer and establish a SCLS/SCA matrix identifying the GSA labor category titles, the occupational code, SCLS/SCA labor category titles and the applicable WD number. Failure to do so may result in cancellation of the contract.

LABOR CATEGORIES DESCRIPTIONS

Special Item Numbers (SINs) 611430:

Senior Learning Architect

Function: The Senior Learning Architect plans, designs, develops and manages accessible multimedia digital learning strategies. This position may supervise others.

Tasks

- Develop learning strategies for enterprise training initiatives.
- Create policies and procedures to set standards for operations in learning development and delivery initiatives.
- Design and construct learning systems and integrate new systems with existing learning structures.
- Manage personnel to achieve positive outcomes.
- Present and make recommendations regarding course design, technology, and instruction delivery options.
- Define instructional, learning, or performance objectives.
- Design learning products, including web-based aids or electronic performance support systems.
- Design instructional aids for stand-alone or instructor-led classroom or online use.
- Conduct enterprise needs assessments and strategic learning assessments to develop the basis for curriculum development.
- Analyze effectiveness and efficiency of instruction according to instructional technology use and student learning feedback, and knowledge transfer applied to the organization.
- Develop instruction or training roadmaps for online and blended learning programs.
- Develop measurement tools to evaluate the effectiveness of learning programs.
- Analyze performance data to determine effectiveness of instructional systems, courses, or instructional materials.
- Recommend instructional content or delivery methods for different levels or types of learners.
- Research and evaluate emerging instructional technologies or methods.
- Recommend instructional methods, such as individual or group instruction, self-study, lectures, demonstrations, simulation exercises, and role-playing, appropriate for content and learner characteristics.
- Recommend changes to curricula or delivery methods, based on information such as instructional effectiveness data, current or future performance requirements, feasibility, and costs.

- Provide technical advice on the use of current instructional technologies, including computer-based training, desktop videoconferencing, multimedia, and distance learning technologies.
- Observe and provide feedback on instructional techniques, presentation methods, or instructional aids.
- Create master course strategy for documentation or manuals according to applicable accreditation, certification, or other requirements.

Technology Skills

- Computer based training software — Moodle; Trivantis Lectora, Trivantis CourseMill; Storyline, Articulate 360, Captivate, Camtasia
- Desktop publishing software — Adobe Systems Adobe FrameMaker; Adobe Systems Adobe InDesign; Microsoft Publisher; Performance Technology Associates DocuTools
- Document management software — Adobe Systems Adobe Acrobat
- Electronic mail software — Email software; Microsoft Outlook
- Graphical user interface development software —Adobe RoboHelp
- Internet browser software — Web browser software
- Music or sound editing software — Audacity; Sony Sound Forge
- Office suite software — Microsoft Office
- Presentation software —Adobe Presenter; Microsoft PowerPoint
- Project management software —Microsoft Project
- Spreadsheet software — Microsoft Excel
- Word processing software — Microsoft Word

Knowledge

- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Design — Knowledge of design techniques, tools, and principals involved in production of precision technical plans, blueprints, drawings, and models.
- Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

- Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

Skills

- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Instructing — Teaching others how to do something.
- Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Speaking — Talking to others to convey information effectively.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Time Management — Managing one's own time and the time of others.
- Service Orientation — Actively looking for ways to help people.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- Coordination — Adjusting actions in relation to others' actions.
- Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.
- Persuasion — Persuading others to change their minds or behavior.
- Negotiation — Bringing others together and trying to reconcile differences.

Abilities

- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Speech Clarity — The ability to speak clearly so others can understand you.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Visualization — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.

Work Activities

- Interacting With Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.

- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others and maintaining them over time.
- Provide Consultation and Advice to Others — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
- Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Communicating with Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
- Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.
- Scheduling Work and Activities — Scheduling events, programs, and activities, as well as the work of others.
- Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

- Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Resolving Conflicts and Negotiating with Others — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Monitoring and Controlling Resources — Monitoring and controlling resources and overseeing the spending of money.
- Performing Administrative Activities — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.

Detailed Work Activities

- Lead learning group on instructional development activities.
- Manage personnel, project, and vendors with regard to developing training curricula.
- Advise educators on curricula, instructional methods, or policies.
- Develop instructional materials.
- Evaluate effectiveness of educational programs.
- Modify teaching methods or materials to accommodate student needs.
- Research topics in area of expertise.
- Edit documents.
- Evaluate performance of educational staff.

Minimum Education Experience: Master's Degree

Minimum Years of Work Experience: 7

Required Licenses or Certifications: None

Security Clearance Required: None

Domestic or Overseas: Domestic

Instructional Designer

Function: The Instructional Designer designs and develops engaging learning modules, programs, resources and events, through utilizing instructional design and performance improvement processes to analyze, design, develop, implement and evaluate to develop material for training programs.

Tasks

- Present and make recommendations regarding course design, technology, and instruction delivery options.
- Define instructional, learning, or performance objectives.
- Develop instructional materials and products for technology-based redesign of courses.
- Design learning products, including web-based aids or electronic performance support systems.
- Provide analytical support for the design and development of training curricula, learning strategies, educational policies, or courseware standards.
- Interview subject matter experts or conduct other research to develop instructional content.
- Design instructional aids for stand-alone or instructor-led classroom or online use.
- Conduct needs assessments and strategic learning assessments to develop the basis for curriculum development or to update curricula.
- Assess effectiveness and efficiency of instruction according to ease of instructional technology use and student learning, knowledge transfer, and satisfaction.
- Develop instructional materials, such as lesson plans, handouts, or examinations.
- Develop instruction or training roadmaps for online and blended learning programs.
- Develop measurement tools to evaluate the effectiveness of instruction or training interventions.
- Analyze performance data to determine effectiveness of instructional systems, courses, or instructional materials.
- Adapt instructional content or delivery methods for different levels or types of learners.
- Research and evaluate emerging instructional technologies or methods.
- Recommend instructional methods, such as individual or group instruction, self-study, lectures, demonstrations, simulation exercises, and role-playing, appropriate for content and learner characteristics.

- Edit instructional materials, such as books, simulation exercises, lesson plans, instructor guides, and tests.
- Teach instructors to use instructional technology or to integrate technology with teaching.
- Recommend changes to curricula or delivery methods, based on information such as instructional effectiveness data, current or future performance requirements, feasibility, and costs.
- Provide technical advice on the use of current instructional technologies, including computer-based training, desktop videoconferencing, multimedia, and distance learning technologies.
- Observe and provide feedback on instructional techniques, presentation methods, or instructional aids.
- Develop master course documentation or manuals according to applicable accreditation, certification, or other requirements.
- Provide technical support to clients in the implementation of designed instruction or in task analyses and instructional systems design.

Technology Skills

- Computer based training software — Blackboard Learn; Moodle; Trivantis CourseMill; Storyline, Articulate 360, Captivate, Camtasia
- Database user interface and query software — Blackboard; Microsoft Access
- Desktop publishing software — Adobe Systems Adobe FrameMaker; Adobe Systems Adobe InDesign; Microsoft Publisher; Performance Technology Associates DocuTools
- Document management software — Adobe Systems Adobe Acrobat
- Electronic mail software — Email software; Microsoft Outlook
- Graphical user interface development software — Adobe Systems Adobe RoboHelp
- Internet browser software — Web browser software
- Music or sound editing software — Audacity; Sony Sound Forge
- Network conferencing software — Adobe Systems Adobe Connect; Microsoft Office SharePoint Server MOSS; Webinar software
- Office suite software — Microsoft Office
- Presentation software — Adobe Systems Adobe Presenter; Microsoft PowerPoint
- Project management software —Microsoft Project
- Spreadsheet software — Microsoft Excel
- Web platform development software — Cascading Style Sheets CSS; Dynamic hypertext markup language DHTML; Hypertext markup language HTML; JavaScript

- Word processing software — Microsoft Word

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- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.

- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others and maintaining them over time.
- Provide Consultation and Advice to Others — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
- Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Communicating with Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
- Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.
- Scheduling Work and Activities — Scheduling events, programs, and activities, as well as the work of others.
- Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.

- Resolving Conflicts and Negotiating with Others — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Monitoring and Controlling Resources — Monitoring and controlling resources and overseeing the spending of money.
- Performing Administrative Activities — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.

Detailed Work Activities

- Advise educators on curricula, instructional methods, or policies.
- Develop instructional objectives.
- Create technology-based learning materials.
- Assess educational needs of students.
- Evaluate effectiveness of educational programs.
- Research topics in area of expertise.
- Edit documents.
- Teach others to use technology or equipment.

Minimum Education Experience: Bachelor's Degree

Minimum Years of Work Experience: 3

Required Licenses or Certifications: None

Security Clearance Required: None

Domestic or Overseas: Domestic

Production Specialist

Function: The Production Specialist programs accessible modules in a rapid learning tool, HTML, or other methods to be displayed online or in a classroom.

Tasks

- Assess training needs through surveys, interviews with employees, focus groups, or consultation with managers, instructors, or customer representatives.
- Design, plan, organize, or direct orientation and training programs for employees or customers.
- Offer specific training programs to help workers maintain or improve job skills.
- Present information using a variety of instructional techniques or formats, such as role playing, simulations, team exercises, group discussions, videos, or lectures.
- Obtain, organize, or develop training procedure manuals, guides, or course materials, such as handouts or visual materials.
- Monitor, evaluate, or record training activities or program effectiveness.
- Develop alternative training methods if expected improvements are not seen.
- Evaluate training materials prepared by instructors, such as outlines, text, or handouts.
- Evaluate modes of training delivery, such as in-person or virtual to optimize training effectiveness, training costs, or environmental impacts.
- Keep up with developments in area of expertise by reading current journals, books, or magazine articles.
- Attend meetings or seminars to obtain information for use in training programs or to inform management of training program status.

Technology Skills

- Computer based training software —Adobe Captivate; Articulate Rapid E-Learning Studio; Articulate Storyline; Articulate 360; Trivantis Lectora; Camtasia; Halogen eLMS; Qarbon ViewletBuilder Professional
- Database management system software — MySQL
- Desktop publishing software —Adobe InDesign; Microsoft Publisher
- Development environment software —Adobe ActionScript
- Document management software — Adobe Acrobat; Interwoven software
- Electronic mail software — IBM Notes; Microsoft Outlook
- Graphics or photo imaging software —Adobe Creative Cloud; Adobe Fireworks; Adobe Photoshop; Microsoft Visio
- Internet browser software — Web browser software

- Office suite software — Microsoft Office
- Presentation software — Microsoft PowerPoint; Prezi
- Project management software — Microsoft Project; Microsoft SharePoint
- Spreadsheet software — Microsoft Excel
- Video conferencing software — Cisco Systems WebEx; Microsoft NetMeeting
- Video creation and editing software —Adobe AfterEffects; Apple Final Cut Pro
- Web page creation and editing software —Adobe Dreamweaver
- Web platform development software — Drupal; Hypertext markup language HTML; JavaScript; PHP: Hypertext Preprocessor
- Word processing software — Microsoft Word

Knowledge

- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
- Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

Skills

- Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Instructing — Teaching others how to do something.
- Speaking — Talking to others to convey information effectively.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Abilities

- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Near Vision — The ability to see details at close range (within a few feet of the observer).
- Speech Recognition — The ability to identify and understand the speech of another person.
- Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Far Vision — The ability to see details at a distance.
- Time Sharing — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
- Memorization — The ability to remember information such as words, numbers, pictures, and procedures.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.

Work Activities

- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Programming accessible modules in tools to be displayed online or in a classroom.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others and maintaining them over time.
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Interacting with Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
- Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.

- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Scheduling Work and Activities — Scheduling events, programs, and activities, as well as the work of others.
- Selling or Influencing Others — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Resolving Conflicts and Negotiating with Others — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- Communicating with Persons Outside the Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
- Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
- Estimating the Quantifiable Characteristics of Products, Events, or Information — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.

- Monitoring and Controlling Resources — Monitoring and controlling resources and overseeing the spending of money.

Detailed Work Activities

- Coordinate training activities.
- Develop training materials.
- Conduct surveys in organizations.
- Train personnel to enhance job skills and other topics.
- Evaluate training programs, instructors, or materials.
- Update professional knowledge.
- Coordinate personnel recruitment activities.
- Advise others on human resources topics.
- Train personnel in organizational or compliance procedures.

Minimum Education Experience: Bachelor's Degree (or equivalent experience)

Minimum Years of Work Experience: 3

Required Licenses or Certifications: None

Security Clearance Required: None

Domestic or Overseas: Domestic

Learning Development Project Manager

Function: Responsible for the day-to-day execution duties for assigned learning development programs. Oversees and coordinates the administrative/operational aspects of ongoing projects within the program guidelines and serves as liaison between project management and planning, project team, and line management. Reviews status of projects and budgets and manages schedules and prepares status reports. Assesses project issues and develops resolutions to meet productivity, quality, and customer-satisfaction goals and objectives. Develops mechanisms for monitoring project progress and for intervention and problem solving with project managers, line managers, and customers. Provides the coordination between resource managers/supervisors and ensures all necessary reviews and approvals are received. May conduct end of project evaluations post-project to benefit future/other projects, missions, and programs.

Tasks

- Manage training project execution to ensure adherence to budget, schedule, and scope.
- Develop or update project plans for learning development projects including information such as project objectives, technologies, systems, information specifications, schedules, funding, and staffing.
- Monitor or track project milestones and deliverables.
- Confer with training personnel to identify and resolve problems.
- Develop and manage training projects' work breakdown structures (WBS).
- Submit project deliverables, ensuring adherence to quality standards.
- Prepare project status reports by collecting, analyzing, and summarizing information and trends.
- Direct or coordinate project personnel activities.
- Establish and execute a project communication plan.
- Assign duties, responsibilities, and spans of authority to project personnel.
- Schedule and facilitate meetings related to information learning technology projects.
- Initiate, review, or approve modifications to project plans.
- Perform risk assessments to develop response strategies.
- Monitor the performance of project team members, providing and documenting performance feedback.
- Negotiate with project stakeholders or suppliers to obtain resources or materials.
- Identify need for initial or supplemental project resources.
- Coordinate recruitment or selection of project personnel.
- Identify, review, or select vendors or consultants to meet project needs.
- Develop and manage annual budgets for training projects.

- Develop implementation plans that include analyses such as cost-benefit or return on investment (ROI).
- Assess current or future customer needs and priorities by communicating directly with customers, conducting surveys, or other methods.

Technology Skills

- Business intelligence and data analysis software — Microsoft Power BI; Tableau
- Calendar and scheduling software — Scheduling software
- Database reporting software — Microsoft SQL Server Reporting Services; SAP Crystal Reports
- Desktop publishing software —Adobe InDesign; Microsoft Publisher
- Document management software —Adobe Acrobat; Document management system software
- Electronic mail software —Microsoft Outlook
- Graphics or photo imaging software —Microsoft Visio
- Office suite software — Microsoft Office
- Presentation software — Microsoft PowerPoint
- Project management software — Microsoft Project; Microsoft SharePoint; Oracle Primavera
- Spreadsheet software — Microsoft Excel
- Word processing software — Microsoft Word

Knowledge

- Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

- Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

Skills

- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Coordination — Adjusting actions in relation to others' actions.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Speaking — Talking to others to convey information effectively.
- Time Management — Managing one's own time and the time of others.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.
- Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Management of Financial Resources — Determining how money will be spent to get the work done, and accounting for these expenditures.
- Negotiation — Bringing others together and trying to reconcile differences.
- Persuasion — Persuading others to change their minds or behavior.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.

- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- Service Orientation — Actively looking for ways to help people.

Abilities

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Near Vision — The ability to see details at close range (within a few feet of the observer).
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.

- Number Facility — The ability to add, subtract, multiply, or divide quickly and correctly.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.

Work Activities

- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Scheduling Work and Activities — Scheduling events, programs, and activities, as well as the work of others.
- Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
- Interacting with Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Monitoring and Controlling Resources — Monitoring and controlling resources and overseeing the spending of money.
- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others and maintaining them over time.

- Estimating the Quantifiable Characteristics of Products, Events, or Information — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
- Resolving Conflicts and Negotiating with Others — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Communicating with Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- Performing Administrative Activities — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
- Provide Consultation and Advice to Others — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
- Selling or Influencing Others — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.

- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

Detailed Work Activities

- Manage information technology projects or system activities.
- Develop detailed project plans.
- Collaborate with others to resolve information technology issues.
- Supervise information technology personnel.
- Analyze data to identify trends or relationships among variables.
- Prepare analytical reports.
- Develop information communication procedures.
- Assign duties or work schedules to employees.
- Analyze security of systems, network, or data.
- Coordinate resource procurement activities.
- Participate in staffing decisions.
- Identify information technology project resource requirements.
- Manage budgets for appropriate resource allocation.
- Develop guidelines for system implementation.
- Collect data about customer needs.

Minimum Education Experience: Bachelor's Degree

Minimum Years of Work Experience: 5

Required Licenses or Certifications: None

Security Clearance Required: None

Domestic or Overseas: Domestic

Learning Quality Control Specialist - Accessibility

Function: The Learning Quality Control Specialist – Accessibility is responsible for establishing the test plan and assess electronic learning modules and documents for conformance to the WCAG standards. This individual develops reports explaining accessibility defects and suggests remediation methods and techniques.

Tasks

- Develop test accessible test plan for online learning and classroom training initiatives.
- Conduct routine and non-routine analyses of in-process systems with regard to accessible learning modules as it relates to finished goods.
- Interpret test results, compare them to established specifications and control limits, and make recommendations on appropriateness of data for release.
- Perform accessibility inspections of finished products.
- Complete documentation needed to support testing procedures, including data capture forms, equipment logbooks, or inventory forms.
- Calibrate, validate, or maintain testing software and equipment.
- Participate in out-of-specification and failure investigations and recommend corrective actions.
- Supply accessibility quality control data.
- Investigate or report questionable test results.
- Identify quality problems and recommend solutions.
- Monitor testing procedures to ensure that all tests are performed according to established accessibility item specifications, standard test methods, or protocols.
- Participate in internal assessments and audits as required.
- Evaluate analytical methods and procedures to determine how they might be improved.
- Write technical reports or documentation, such as deviation reports, testing protocols, and trend analyses.

Technology Skills

- Accessibility tools – Wave, DAP – Dynamic Assessment Plugin, Bookmarklets, Html_CodeSniffer, W3C Validation Service - Markup, W3C Validation Service - CSS, Contrast Analyser (Paciello Group), Chrome Web Developer Toolbar, Microsoft Word - Spellcheck, NoSquint, Firebug, Screen Readers: JAWS, NVDA, VoiceOver (Mac), Subtitle Workshop, Internal Accessibility Checker, PDF Remediation aka Fix it (TouchUp), Contrast Analyser (Paciello Group), PDF Accessibility Checker (PAC 2 and PAC3)
- Content workflow software — Atlassian JIRA; Redmine

- Database management system software — Relational database management software
- Development environment software — Microsoft Visual Basic
- Document management software — Adobe Acrobat
- Electronic mail software — Microsoft Outlook
- Enterprise application integration software — Extensible markup language XML
- Graphics or photo imaging software — Microsoft Visio
- Internet browser software — Microsoft Internet Explorer
- Office suite software — Microsoft Office
- Operating system software — Microsoft Windows
- Presentation software — Microsoft PowerPoint
- Spreadsheet software — Microsoft Excel
- Word processing software — Microsoft Word

Knowledge

- Accessibility – WCAG, Section 508, state and local standards, remediation techniques, and coding application.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Skills

- Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.
- Speaking — Talking to others to convey information effectively.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Coordination — Adjusting actions in relation to others' actions.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Time Management — Managing one's own time and the time of others.
- Troubleshooting — Determining causes of operating errors and deciding what to do about it.

Abilities

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Sound Clarity –The ability to level sound in an online environment.

Work Activities

- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Interacting with Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.

- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Identifying Accessible Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others and maintaining them over time.

Detailed Work Activities

- Interpret research or operational data.
- Test quality of materials or finished products.
- Evaluate quality of materials or products.
- Record research or operational data.
- Maintain technical equipment.
- Prepare information or documentation related to legal or regulatory matters.
- Inspect areas for compliance with sanitation standards.
- Advise others on business or operational matters.
- Prepare operational reports.
- Monitor operational procedures in technical environments to ensure conformance to standards.
- Develop collaborative relationships between departments or with external organizations.
- Train personnel in technical or scientific procedures.
- Establish standards for products, processes, or procedures.
- Evaluate new technologies or methods.

- Advise others on the development or use of new technologies.

Minimum Education Experience: Bachelor's Degree (or equivalent experience)

Minimum Years of Work Experience: 3

Required Licenses or Certifications: None

Security Clearance Required: None

Domestic or Overseas: Domestic

Learning Quality Control Specialist – Audio

Function: The Learning Quality Control Specialist – Audio is responsible for establishing the test plan and assess electronic learning modules and documents for conformance to sound quality leveling and continuity with the learning modules. This individual develops reports explaining audio defects and suggests enhancements or other improvements.

Tasks

- Conduct routine and non-routine analyses of in-process systems with regard to audio sound quality as it relates to finished goods.
- Interpret test results, compare them to established specifications and control limits, and make recommendations on appropriateness of data for release.
- Perform auditory inspections of finished products.
- Compile laboratory test data and perform appropriate analyses.
- Complete documentation needed to support testing procedures, including data capture forms, equipment logbooks, or inventory forms.
- Calibrate, validate, or maintain technical equipment.
- Participate in out-of-specification and failure investigations and recommend corrective actions.
- Supply audio quality control data necessary for regulatory submissions.
- Investigate or report questionable test results.
- Identify quality problems and recommend solutions.
- Monitor audio testing procedures to ensure that all tests are performed according to established item specifications, standard test methods, or protocols.
- Identify and troubleshoot equipment problems.
- Participate in internal assessments and audits as required.
- Evaluate analytical methods and procedures to determine how they might be improved.
- Write technical reports or documentation, such as deviation reports, testing protocols, and trend analyses.

Technology Skills

- Audio software – Audacity, Volume Normalizer Master, MP3Gain, Sound Booster, DFX Audio Enhancer.
- Content workflow software — Atlassian JIRA; Redmine
- Database management system software — Relational database management software
- Database reporting software — SAP BusinessObjects Crystal Reports
- Development environment software — Microsoft Visual Basic

- Document management software — Adobe Acrobat
- Electronic mail software — Microsoft Outlook
- Graphics or photo imaging software — Microsoft Visio
- Internet browser software — Microsoft Internet Explorer
- Office suite software — Microsoft Office
- Operating system software — Microsoft Windows
- Presentation software — Microsoft PowerPoint
- Spreadsheet software — Microsoft Excel
- Word processing software — Microsoft Word

Knowledge

- Audio Leveling — Knowledge of audio equipment and software.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Skills

- Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.
- Speaking — Talking to others to convey information effectively.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Coordination — Adjusting actions in relation to others' actions.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Time Management — Managing one's own time and the time of others.
- Troubleshooting — Determining causes of operating errors and deciding what to do about it.

Abilities

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the

other. This ability also includes comparing a presented object with a remembered object.

- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Sound Clarity — The ability to level sound in an online environment.

Work Activities

- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Interacting with Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others and maintaining them over time.

Detailed Work Activities

- Interpret research or operational data.
- Test quality of materials or finished products.
- Evaluate quality of materials or products.
- Record research or operational data.
- Maintain technical equipment.
- Prepare information or documentation related to legal or regulatory matters.
- Inspect areas for compliance with sanitation standards.
- Advise others on business or operational matters.
- Prepare operational reports.
- Monitor operational procedures in technical environments to ensure conformance to standards.
- Develop collaborative relationships between departments or with external organizations.
- Train personnel in technical or scientific procedures.
- Establish standards for products, processes, or procedures.
- Evaluate new technologies or methods.
- Advise others on the development or use of new technologies.

Minimum Education Experience: Bachelor's Degree (or equivalent experience)

Minimum Years of Work Experience: 3

Required Licenses or Certifications: None

Security Clearance Required: None

Domestic or Overseas: Domestic

Special Item Number (SIN) 541511:

Accessibility Specialist

Function: The Accessibility Specialist works with the Accessibility Remediation Expert to assess, revise, and remediate client websites to comply with the Americans with Disabilities Act (ADA), its amendments and any related regulations, including Section 508 and WCAG standards.

Tasks

- Assess websites, mobile applications, and PDF's for W3C WCAG standards accessibility barriers.
- Identify, use, and improve tools and techniques for overcoming digital accessibility barriers.
- Work with the accessibility quality assurance team to develop accessibility test plans.
- Analyze code for accessibility issues.
- Develop and maintain the navigational architecture for website or mobile application code ensuring task-based navigation for multiple audiences.
- Conduct usability assessments and testing of websites and applications.
- Works with various company program staff and management, reviews or develops goals and strategies to ensure web content meets the needs of the intended audience and adheres to the company's publishing standards and guidelines, including accessibility and usability.
- Keeps abreast of web and print publishing issues.
- Perform accessibility inspections of finished products.
- Complete documentation needed to support remediation procedures
- Identify quality problems and recommend solutions.
- Participate in internal assessments and audits as required.
- Evaluate analytical methods and procedures to determine how they might be improved.
- Write technical reports or documentation.

Technology Skills

- Accessibility tools – Wave, DAP – Dynamic Assessment Plugin, Bookmarklets, Html_CodeSniffer, W3C Validation Service - Markup, W3C Validation Service - CSS, Contrast Analyser (Paciello Group), Chrome Web Developer Toolbar, Microsoft Word - Spellcheck, NoSquint, Firebug, Screen Readers: JAWS, NVDA, VoiceOver (Mac), Subtitle Workshop, Internal Accessibility Checker, PDF Remediation aka Fix it (TouchUp), Contrast Analyser (Paciello Group), PDF Accessibility Checker (PAC 2 and PAC3)
- Content workflow software — Atlassian JIRA; Redmine
- Database management system software — Relational database management software
- Development environment software — Microsoft Visual Basic
- Document management software — Adobe Acrobat
- Electronic mail software — Microsoft Outlook
- Enterprise application integration software — Extensible markup language XML
- Graphics or photo imaging software — Microsoft Visio
- Internet browser software — Microsoft Internet Explorer
- Office suite software — Microsoft Office
- Operating system software — Microsoft Windows
- Presentation software — Microsoft PowerPoint
- Spreadsheet software — Microsoft Excel
- Word processing software — Microsoft Word

Knowledge

- Accessibility – WCAG, Section 508, state and local standards, remediation techniques, and coding application. Expertise in making web applications, PDF, and video content accessible. Understanding of cross browser differences when making accessibility recommendations. Understanding of the experience for those using assistive technologies – or other accessibility features.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.

- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Skills

- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.
- Speaking — Talking to others to convey information effectively.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Coordination — Adjusting actions in relation to others' actions.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Time Management — Managing one's own time and the time of others.
- Troubleshooting — Determining causes of operating errors and deciding what to do about it.

Abilities

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.

- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Sound Clarity –The ability to level sound in an online environment.

Work Activities

- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Interacting with Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Identifying Accessible Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others and maintaining them over time.

Detailed Work Activities

- Investigate accessible impact of projects.
- Manually review websites and applications for accessibility compliance.
- Create written audit of websites and applications.
- Advise customers on the accessibility audit reports.
- Rework navigational design and other elements for compliance.
- Provide technical guidance to other personnel.
- Create models of accessibility designs or methods.
- Schedule operational activities.

Minimum Education Experience: Bachelor's Degree (or equivalent experience)

Minimum Years of Work Experience: 6

Required Licenses or Certifications: None

Security Clearance Required: None

Domestic or Overseas: Domestic

Accessibility Quality Analyst

Function: The Accessibility Quality Analyst works independently or with other accessibility testers and analysts to assess websites for conformance with established WCAG standards, create test plans, develop detailed reports explaining accessibility defects, suggest remediation methods/techniques, and review results of assessment with customers through teleconferences answering questions regarding testing methods and interpretation of the results.

Tasks

- Develop test accessible test plan for accessibility project initiatives.
- Conduct routine and non-routine analyses of in-process systems with regard to accessible websites and documentation as it relates to finished goods.
- Interpret test results, compare them to established specifications and control limits, and make recommendations on appropriateness of data for release.
- Perform accessibility inspections of finished products.
- Complete documentation needed to support testing procedures, including data capture forms, equipment logbooks, or inventory forms.
- Calibrate, validate, or maintain testing software and equipment.
- Participate in out-of-specification and failure investigations and recommend corrective actions.
- Supply accessibility quality control data.
- Investigate or report questionable test results.
- Identify quality problems and recommend solutions.
- Monitor testing procedures to ensure that all tests are performed according to established accessibility item specifications, standard test methods, or protocols.
- Participate in internal assessments and audits as required.

- Evaluate analytical methods and procedures to determine how they might be improved.
- Write technical reports or documentation, such as deviation reports, testing protocols, and trend analyses.

Technology Skills

- Accessibility tools – Wave, DAP – Dynamic Assessment Plugin, Bookmarklets, Html_CodeSniffer, W3C Validation Service - Markup, W3C Validation Service - CSS, Contrast Analyser (Paciello Group), Chrome Web Developer Toolbar, Microsoft Word - Spellcheck, NoSquint, Firebug, Screen Readers: JAWS, NVDA, VoiceOver (Mac), Subtitle Workshop, Internal Accessibility Checker, PDF Remediation aka Fix it (TouchUp), Contrast Analyser (Paciello Group), PDF Accessibility Checker (PAC 2 and PAC3)
- Content workflow software — Atlassian JIRA; Redmine
- Database management system software — Relational database management software
- Development environment software — Microsoft Visual Basic
- Document management software —Adobe Acrobat
- Electronic mail software —Microsoft Outlook
- Enterprise application integration software — Extensible markup language XML
- Graphics or photo imaging software — Microsoft Visio
- Internet browser software — Microsoft Internet Explorer
- Office suite software — Microsoft Office
- Operating system software — Microsoft Windows
- Presentation software — Microsoft PowerPoint
- Spreadsheet software — Microsoft Excel
- Word processing software — Microsoft Word

Knowledge

- Accessibility – WCAG, Section 508, state and local standards, remediation techniques, and coding application.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.

- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Skills

- Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
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- Troubleshooting — Determining causes of operating errors and deciding what to do about it.

Abilities

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
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Work Activities

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- Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Interacting with Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
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- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others and maintaining them over time.

Detailed Work Activities

- Interpret research or operational data.
- Test quality of materials or finished products.
- Evaluate quality of materials or products.
- Record research or operational data.
- Maintain technical equipment.

- Prepare information or documentation related to legal or regulatory matters.
- Inspect areas for compliance with sanitation standards.
- Advise others on business or operational matters.
- Prepare operational reports.
- Monitor operational procedures in technical environments to ensure conformance to standards.
- Develop collaborative relationships between departments or with external organizations.
- Train personnel in technical or scientific procedures.
- Establish standards for products, processes, or procedures.
- Evaluate new technologies or methods.
- Advise others on the development or use of new technologies.

Minimum Education Experience: Bachelor's Degree (or equivalent experience)

Minimum Years of Work Experience: 3

Required Licenses or Certifications: None

Security Clearance Required: None

Domestic or Overseas: Domestic

Accessibility Project Manager

Function: Responsible for the day-to-day execution duties for assigned accessibility programs. Oversees and coordinates the administrative/operational aspects of ongoing projects within the program guidelines set by the organization and customer. The Accessibility Project Manager serves as liaison between project management and planning, project team, and line management, and reviews project status and budgets, and manages schedules and prepares status reports. In addition, the project manager assesses project issues and develops resolutions to meet productivity, quality, and customer-satisfaction goals and objectives, and provides the coordination between resource managers/supervisors and ensures all necessary reviews and approvals are received. May conduct end of project evaluations post-project to benefit future/other projects, missions, and programs. This position is responsible for larger projects and may supervise others.

Tasks

- Manage accessibility project/service execution to ensure adherence to budget, schedule, and scope.
- Develop or update project plans for accessibility projects including information such as project objectives, technologies, systems, information specifications, schedules, funding, and staffing.
- Monitor or track project milestones and deliverables.
- Confer with personnel to identify and resolve problems.
- Develop and manage accessibility projects' work breakdown structures (WBS).
- Submit project deliverables, ensuring adherence to quality standards.
- Prepare project status reports by collecting, analyzing, and summarizing information and trends.
- Direct or coordinate project personnel activities.
- Establish and execute a project communication plan.
- Assign duties, responsibilities, and spans of authority to project personnel.
- Schedule and facilitate meetings related to accessibility projects.
- Initiate, review, or approve modifications to project plans.
- Perform risk assessments to develop response strategies.
- Monitor the performance of project team members, providing and documenting performance feedback.
- Negotiate with project stakeholders or suppliers to obtain resources or materials.
- Identify need for initial or supplemental project resources.
- Coordinate recruitment or selection of project personnel.
- Identify, review, or select vendors or consultants to meet project needs.
- Develop and manage annual budgets for accessibility projects.
- Develop implementation plans that include analyses such as cost-benefit or return on investment (ROI).

- Assess current or future customer needs and priorities by communicating directly with customers, conducting surveys, or other methods.

Technology Skills

- Business intelligence and data analysis software — Microsoft Power BI; Tableau
- Calendar and scheduling software — Scheduling software
- Database reporting software — Microsoft SQL Server Reporting Services; SAP Crystal Reports
- Desktop publishing software —Adobe InDesign; Microsoft Publisher
- Document management software —Adobe Acrobat; Document management system software
- Electronic mail software —Microsoft Outlook
- Graphics or photo imaging software —Microsoft Visio
- Office suite software — Microsoft Office
- Presentation software — Microsoft PowerPoint
- Project management software — Microsoft Project; Microsoft SharePoint
- Spreadsheet software — Microsoft Excel
- Word processing software — Microsoft Word

Knowledge

- Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including a general understanding of accessible web programming and documentation.
- Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
- Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

- Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

Skills

- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Coordination — Adjusting actions in relation to others' actions.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Speaking — Talking to others to convey information effectively.
- Time Management — Managing one's own time and the time of others.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.
- Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Management of Financial Resources — Determining how money will be spent to get the work done, and accounting for these expenditures.
- Negotiation — Bringing others together and trying to reconcile differences.
- Persuasion — Persuading others to change their minds or behavior.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.

- Service Orientation — Actively looking for ways to help people.

Abilities

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Near Vision — The ability to see details at close range (within a few feet of the observer).
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Number Facility — The ability to add, subtract, multiply, or divide quickly and correctly.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.

Work Activities

- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Scheduling Work and Activities — Scheduling events, programs, and activities, as well as the work of others.
- Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
- Interacting with Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- Developing and Building Teams — Encouraging and building mutual trust, respect, and cooperation among team members.
- Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Monitoring and Controlling Resources — Monitoring and controlling resources and overseeing the spending of money.
- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others and maintaining them over time.
- Estimating the Quantifiable Characteristics of Products, Events, or Information — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.

- Resolving Conflicts and Negotiating with Others — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.
- Thinking Creatively — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- Communicating with Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- Performing Administrative Activities — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
- Provide Consultation and Advice to Others — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
- Selling or Influencing Others — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

Detailed Work Activities

- Manage accessibility projects or system activities.
- Develop detailed project plans.
- Collaborate with others to resolve information technology and accessibility issues.
- Analyze data to identify trends or relationships among variables.
- Prepare analytical reports.
- Develop information communication procedures.
- Assign duties or work schedules to employees.
- Analyze security of systems, network, or data.
- Coordinate resource procurement activities.
- Participate in staffing decisions.
- Identify accessibility project resource requirements.
- Manage budgets for appropriate resource allocation.
- Develop guidelines for system implementation.
- Collect data about customer needs.

Minimum Education Experience: Bachelor's Degree

Minimum Years of Work Experience: 3

Required Licenses or Certifications: None

Security Clearance Required: None

Domestic or Overseas: Domestic

Accessibility Remediation Expert

Function: The Accessibility Remediation Expert serves as the firm's leading functional expert on assessing, revising, and remediating client websites to comply with the Americans with Disabilities Act (ADA), its amendments and any related regulations, including Section 508 and WCAG standards.

Tasks

- Architect client solutions for compliance to Section 508 digital accessibility standards.
- Work with Accessibility Specialist to assess websites and applications for W3C WCAG standards accessibility barriers.
- Implement processes for achieving adherence to accessibility standards.
- Lead accessibility initiatives within organizations and develop digital accessibility strategies.
- Provide functional and managerial support with regard to digital accessibility initiatives and projects.
- Evaluate analytical methods and procedures to determine how they might be improved.
- Write technical reports or documentation.
- Speak at national and global conferences regarding digital accessibility.

Technology Skills

- Accessibility tools – Wave, DAP – Dynamic Assessment Plugin, Bookmarklets, Html_CodeSniffer, W3C Validation Service - Markup, W3C Validation Service - CSS, Contrast Analyser (Paciello Group), Chrome Web Developer Toolbar, Microsoft Word - Spellcheck, NoSquint, Firebug, Screen Readers: JAWS, NVDA, VoiceOver (Mac), Subtitle Workshop, Internal Accessibility Checker, PDF Remediation aka Fix it (TouchUp), Contrast Analyser (Paciello Group), PDF Accessibility Checker (PAC 2 and PAC3)
- Database management system software — Relational database management software
- Electronic mail software —Microsoft Outlook
- Enterprise application integration software — Extensible markup language XML
- Graphics or photo imaging software — Microsoft Visio
- Internet browser software — Microsoft Internet Explorer
- Office suite software — Microsoft Office
- Operating system software — Microsoft Windows
- Presentation software — Microsoft PowerPoint
- Spreadsheet software — Microsoft Excel

- Word processing software — Microsoft Word

Knowledge

- Accessibility – WCAG, Section 508, state and local standards, and remediation techniques. Expertise in making Microsoft Office, PDF, and other documents accessible. Understanding of cross browser differences when making accessibility recommendations. Understanding of the experience for those using assistive technologies – or other accessibility features.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.

Skills

- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.
- Speaking — Talking to others to convey information effectively.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Coordination — Adjusting actions in relation to others' actions.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Time Management — Managing one's own time and the time of others.

- Troubleshooting — Determining causes of operating errors and deciding what to do about it.

Abilities

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- Selective Attention — The ability to concentrate on a task over a period of time without being distracted.
- Speech Clarity — The ability to speak clearly so others can understand you.
- Speech Recognition — The ability to identify and understand the speech of another person.
- Sound Clarity — The ability to level sound in an online environment.

Work Activities

- Getting Information — Observing, receiving, interpreting, and otherwise obtaining information from all relevant sources.
- Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Interacting with Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
- Evaluating Information to Determine Compliance with Standards — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- Identifying Accessible Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others and maintaining them over time.

Detailed Work Activities

- Guide and coach staff and clients with regard to WCAG and other standards best practices.
- Provide knowledge share and training for staff.
- Investigate accessible impact of projects.
- Manually review websites, applications, and documents and other software output for accessibility compliance.
- Create written audit of inaccessible websites, applications, and documents.
- Advise customers on the accessibility audit reports.
- Prepare contracts, disclosures, or applications.
- Develop accessible digital products and web content
- Rework navigational design and other elements for compliance.
- Provide technical guidance to other personnel.
- Create models of accessibility designs or methods.
- Schedule operational activities.

Minimum Education Experience: Bachelor's Degree (or equivalent experience)

Minimum Years of Work Experience: 5

Required Licenses or Certifications: None

Security Clearance Required: None

Domestic or Overseas: Domestic

Accessibility Document Remediation Expert

Function: The Accessibility Document Remediation Expert serves as the firm's leading functional expert on assessing, revising, and remediating client documents to comply with the Americans with Disabilities Act (ADA), its amendments and any related regulations, including Section 508 and WCAG standards.

Tasks

- Assess documents, websites, mobile applications, and PDF's for W3C WCAG standards accessibility barriers.
- Identify, use, and improve tools and techniques for overcoming digital accessibility barriers with respect to documents.
- Remediate documents and other electronic assets to make them accessible.
- Provide accessibility quality assurance and develop accessibility test plans.
- Analyze documents for accessibility issues.
- Conduct usability assessments and testing of documents, websites, and applications.
- Work with various company program staff and management, review or develop goals and strategies to ensure content meets the needs of the intended audience and adhere to the company's publishing standards and guidelines, including accessibility and usability.
- Keeps abreast of document and print publishing issues, as well as website and application compliance.
- Perform accessibility inspections of finished products.
- Complete documentation needed to support remediation procedures.
- Identify quality problems and recommend solutions.
- Participate in internal assessments and audits as required.
- Evaluate analytical methods and procedures to determine how they might be improved.
- Write technical reports or documentation.
- Teach courses on accessibility and other topics.

Technology Skills

- Accessibility tools – Wave, DAP – Dynamic Assessment Plugin, Bookmarklets, Html_CodeSniffer, W3C Validation Service - Markup, W3C Validation Service - CSS, Contrast Analyser (Paciello Group), Chrome Web Developer Toolbar, Microsoft Word - Spellcheck, NoSquint, Firebug, Screen Readers: JAWS, NVDA, VoiceOver (Mac), Subtitle Workshop, Internal Accessibility Checker, PDF Remediation aka Fix it (TouchUp), Contrast Analyser (Paciello Group), PDF Accessibility Checker (PAC 2 and PAC3)
- Content workflow software — Atlassian JIRA; Redmine

- Document management software —Adobe Acrobat PRO DC
- Electronic mail software —Microsoft Outlook
- Graphics or photo imaging software — Microsoft Visio
- Internet browser software — Microsoft Internet Explorer
- Office suite software — Microsoft Office
- Operating system software — Microsoft Windows
- Presentation software — Microsoft PowerPoint
- Spreadsheet software — Microsoft Excel
- Word processing software — Microsoft Word

Knowledge

- Accessibility – WCAG, Section 508, state and local standards, and remediation techniques. Expertise in making Microsoft Office, PDF, and other documents accessible. Understanding of cross browser differences when making accessibility recommendations. Understanding of the experience for those using assistive technologies – or other accessibility features.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Production and Processing — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Skills

- Quality Control Analysis — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.
- Speaking — Talking to others to convey information effectively.
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- Perceptual Speed — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the

other. This ability also includes comparing a presented object with a remembered object.

- Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
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Work Activities

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- Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
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- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
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- Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others and maintaining them over time.

Detailed Work Activities

- Investigate accessible impact of projects.
- Manually review documents and other software output for accessibility compliance.
- Create written audit of inaccessible documents.
- Advise customers on the accessibility audit reports.
- Prepare contracts, disclosures, or applications.
- Rework navigational design and other elements for compliance.
- Provide technical guidance to other personnel.
- Create models of accessibility designs or methods.
- Schedule operational activities.

Minimum Education Experience: Bachelor's Degree (or equivalent experience)

Minimum Years of Work Experience: 3

Required Licenses or Certifications: None

Security Clearance Required: None

Domestic or Overseas: Domestic

**USA COMMITMENT TO PROMOTE
SMALL BUSINESS PARTICIPATION
PROCUREMENT PROGRAMS**

PREAMBLE

(Name of Company) provides commercial products and services to ordering activities. We are committed to promoting participation of small, small disadvantaged and women-owned small businesses in our contracts. We pledge to provide opportunities to the small business community through reselling opportunities, mentor-protégé programs, joint ventures, teaming arrangements, and subcontracting.

COMMITMENT

To actively seek and partner with small businesses.

To identify, qualify, mentor and develop small, small disadvantaged and women-owned small businesses by purchasing from these businesses whenever practical.

To develop and promote company policy initiatives that demonstrate our support for awarding contracts and subcontracts to small business concerns.

To undertake significant efforts to determine the potential of small, small disadvantaged and women-owned small business to supply products and services to our company.

To insure procurement opportunities are designed to permit the maximum possible participation of small, small disadvantaged, and women-owned small businesses.

To attend business opportunity workshops, minority business enterprise seminars, trade fairs, procurement conferences, etc., to identify and increase small businesses with whom to partner.

To publicize in our marketing publications our interest in meeting small businesses that may be interested in subcontracting opportunities.

We signify our commitment to work in partnership with small, small disadvantaged and women-owned small businesses to promote and increase their participation in ordering activity contracts. To accelerate potential opportunities please contact: Sanjay Nasta at snasta@microassist.com.

BEST VALUE
BLANKET PURCHASE AGREEMENT
FEDERAL SUPPLY SCHEDULE

(Insert Customer Name)

In the spirit of the Federal Acquisition Streamlining Act (ordering activity) and (Contractor) enter into a cooperative agreement to further reduce the administrative costs of acquiring commercial items from the General Services Administration (GSA) Federal Supply Schedule Contract(s) _____.

Federal Supply Schedule contract BPAs eliminate contracting and open market costs such as: search for sources; the development of technical documents, solicitations and the evaluation of offers. Teaming Arrangements are permitted with Federal Supply Schedule Contractors in accordance with Federal Acquisition Regulation (FAR) 9.6.

This BPA will further decrease costs, reduce paperwork, and save time by eliminating the need for repetitive, individual purchases from the schedule contract. The end result is to create a purchasing mechanism for the ordering activity that works better and costs less.

Signatures

Ordering Activity

Date

Contractor

Date

BPA NUMBER _____

**(CUSTOMER NAME)
BLANKET PURCHASE AGREEMENT**

Pursuant to GSA Federal Supply Schedule Contract Number(s) _____, Blanket Purchase Agreements, the Contractor agrees to the following terms of a Blanket Purchase Agreement (BPA) EXCLUSIVELY WITH (ordering activity):

(1) The following contract items can be ordered under this BPA. All orders placed against this BPA are subject to the terms and conditions of the contract, except as noted below:

MODEL NUMBER/PART NUMBER	*SPECIAL BPA DISCOUNT/PRICE
_____	_____
_____	_____
_____	_____

(2) Delivery:

DESTINATION	DELIVERY SCHEDULES / DATES
_____	_____
_____	_____
_____	_____

(3) The ordering activity estimates, but does not guarantee, that the volume of purchases through this agreement will be _____.

(4) This BPA does not obligate any funds.

(5) This BPA expires on _____ or at the end of the contract period, whichever is earlier.

(6) The following office(s) is hereby authorized to place orders under this BPA:

OFFICE	POINT OF CONTACT
_____	_____
_____	_____
_____	_____

- (7) Orders will be placed against this BPA via Electronic Data Interchange (EDI), FAX, or paper.
- (8) Unless otherwise agreed to, all deliveries under this BPA must be accompanied by delivery tickets or sales slips that must contain the following information as a minimum:
- (a) Name of Contractor;
 - (b) Contract Number;
 - (c) BPA Number;
 - (d) Model Number or National Stock Number (NSN);
 - (e) Purchase Order Number;
 - (f) Date of Purchase;
 - (g) Quantity, Unit Price, and Extension of Each Item (unit prices and extensions need not be shown when incompatible with the use of automated systems; provided, that the invoice is itemized to show the information); and
 - (h) Date of Shipment.
- (9) The requirements of a proper invoice are specified in the Federal Supply Schedule contract. Invoices will be submitted to the address specified within the purchase order transmission issued against this BPA.
- (10) The terms and conditions included in this BPA apply to all purchases made pursuant to it. In the event of an inconsistency between the provisions of this BPA and the Contractor's invoice, the provisions of this BPA will take precedence.

BASIC GUIDELINES FOR USING “CONTRACTOR TEAM ARRANGEMENTS”

Federal Supply Schedule Contractors may use “Contractor Team Arrangements” (see FAR 9.6) to provide solutions when responding to a ordering activity requirements.

These Team Arrangements can be included under a Blanket Purchase Agreement (BPA). BPAs are permitted under all Federal Supply Schedule contracts.

Orders under a Team Arrangement are subject to terms and conditions or the Federal Supply Schedule Contract.

Participation in a Team Arrangement is limited to Federal Supply Schedule Contractors.

Customers should refer to FAR 9.6 for specific details on Team Arrangements.

Here is a general outline on how it works:

- The customer identifies their requirements.
- Federal Supply Schedule Contractors may individually meet the customers needs, or -
- Federal Supply Schedule Contractors may individually submit a Schedules “Team Solution” to meet the customer’s requirement.
- Customers make a best value selection.