

**General Services Administration  
Federal Supply Service  
Authorized Federal Supply Schedule Price List**

*On-line access to contract ordering information, terms and conditions, up-to-date pricing, and the option to create an electronic delivery order are available through GSA-Advantage!<sup>TM</sup>, a menu-driven database system. The Internet address for GSA-Advantage!<sup>TM</sup> is: <http://www.gsaadvantage.gov>*

**Training Aids & Devices, Instructor-Led Training, Course Development and Test Administration**

**FSC Group: 69**

**Contract No.: GS-02F-0113T**

*For more information on ordering from Federal Supply Schedules, click on the FSS Schedules button at: <http://www.fss.gsa.gov>*

**Contract Period: 6/11/2007 - 6/10/2012**



**Computing TechnologIeS, Inc.  
3028 Javier Road, Suite 400  
Fairfax, VA 22031  
Telephone: (703)280-8800  
Fax: (703) 280-8804  
<http://www.cots.com>**

**Business Size/Status: Large**

**Prices shown herein are NET (discount deducted).**

**Pricelist current through FX56 dated July 7, 2008**

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## GENERAL CONTRACT INFORMATION

1a. Table of Awarded Special Item Numbers (SINs):

- SIN 27-500: Course Development

1b. Lowest Priced Model Number and Lowest Price: Please refer to our rates on page #14

1c. Labor Category Descriptions: Please refer to page #7

2. Maximum Order: \$1,000,000.00

3. Minimum Order: \$100.00

4. Geographic Coverage: Domestic

5. Point (s) of Production: Not Applicable

6. Discount from List Price: All Prices Herein are Net

7. Quantity Discounts: Not Applicable

8. Prompt Payment Terms: Net 30 days

9a. Government Purchase Card *is* accepted at or below the micro – purchase threshold.

9b. Government Purchase Card *is* accepted above the micro – purchase threshold.

10. Foreign Items: Not Applicable

11a. Time of Delivery: To Be Negotiated with Ordering Agency

11b. Expedited Delivery: To Be Negotiated with Ordering Agency

11c. Overnight and 2-Day Delivery: To Be Negotiated with Ordering Agency

11d. Urgent Requirement: To Be Negotiated with Ordering Agency

12. F.O.B. Point(s): Destination

13a. Ordering Address: Computing TechnologieS, Inc.  
Attn: GSA Orders  
3028 Javier Road, Suite 400  
Fairfax, VA 22031

13b. For supplies and services, the ordering procedures, information on Blanket Purchase Agreements (BPAs), are found in Federal Acquisition Regulation (FAR) 8.405-3.

14. Payment Address: Computing TechnologieS, Inc.  
Attn: Anne Marie Gillikin/Accounts Receivable  
3028 Javier Road, Suite 400  
Fairfax, VA 22031

15. Warranty Provision: Not Applicable

16. Export Packing Charges: Not Applicable

17. Terms & Conditions of Government Purchase Card Contact Contract Administrator



Acceptance:

- |   |  |
|---|--|
| 18. Terms and conditions of rental, maintenance, and repair:  | Not Applicable   |
| 19. Terms and conditions of installation (if applicable):   | Not Applicable   |
| 20. Terms and conditions of repair parts indicating date of parts, price lists and any discounts from list prices:  | Not Applicable   |
| 20a. Terms and conditions for any other services (if applicable):   | Not Applicable   |
| 21. List of service and distribution points (if applicable):  | Not Applicable   |
| 22. List of participating dealers (if applicable):  | Not Applicable   |
| 23. Preventative maintenance (if applicable)  | Not Applicable   |
| 24a. Special attributes such as environmental attributes (e.g., recycled content, energy efficiency, and/or reduced pollutants.):   | Not Applicable   |
| 24b. 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: <a href="http://www.Section508.gov/">www.Section508.gov/</a> : | Contact Contract Administrator for more information.           |
| 25. Data Universal Number System (DUNS) Number:   | 793769316  |
| 26. CComputing TechnologieS, Inc. <i>is</i> registered in the Central Contractor Registration (CCR) database.   |  |
| 27. Uncompensated Overtime:   | CComputing TechnologieS, Inc. practices uncompensated overtime |

## **CONTRACT OVERVIEW**

GSA awarded COmputing TechnologieS, Inc. a GSA Federal Supply Schedule contract for Training Aids & Devices, Instructor-Led Training, Course Development and Test Administration (TRAIN), Contract No. GS-02F-0113T. The current contract period is 6/11/2007 - 6/10/2012. GSA may exercise a total of up to three additional 5 year option periods. The contract allows for the placement of Firm Fixed Price or Time and Materials task orders using the labor categories and ceiling rates defined in the contract.

## **CONTRACT ADMINISTRATOR**

Jim Gill  
COmputing TechnologieS, Inc.  
5660 W. Cypress St., Suite F  
Tampa, FL 33607  
Telephone: (813) 837-4515  
Fax Number: (813) 837-5195  
Email: gsa@cots.com

## **MARKETING AND TECHNICAL POINT OF CONTACT**

Jim Gill  
COmputing TechnologieS, Inc.  
5660 W. Cypress St., Suite F  
Tampa, FL 33607  
Telephone: (813) 837-4515  
Fax Number: (813) 837-5195  
Email: gsa@cots.com

## **CONTRACT USE**

This contract is available for use by all federal government agencies, as a source for Training Aids & Devices, Instructor-Led Training, Course Development and Test Administration, for worldwide use. Executive agencies, other Federal agencies, mixed –ownership Government corporations, and the District of Columbia; government contractors authorized in writing by a Federal agency pursuant to 48 CFR 51.1; and other activities and organizations authorized by statute or regulation to use GSA as a source of supply may use this contract. Additionally, contractors are encouraged to accept orders received from activities within the Executive Branch of the Federal Government.

## **CONTRACT SCOPE**

The contractor shall provide all resources including personnel, management, supplies, services, materials, equipment, facilities and transportation necessary to provide a wide range of professional services as specified in each task order.

Services specified in a task order may be performed at the contractor's facilities or the ordering agencies' facilities. The government will determine the contractor's compensation by any of several different methods (to be specified at the task order level) e.g., a firm-fixed price for services with or without incentives, labor hours or time-and-material.

The Special Item Numbers (SINs) available under this contract provide services across the full life cycle of a project. When task orders are placed, they must identify the SIN or SINs under which the task is being executed. has been awarded a contract by GSA to provide services under the following SINs:

27-500: Course Development; Test Administration



## **INSTRUCTIONS FOR PLACING ORDERS FOR SERVICES BASED ON GSA SCHEDULE HOURLY RATES**

GSA provides a streamlined, efficient process for ordering the services you need. GSA has already determined that Computing Technologies, Inc meets the technical requirements and that our prices offered are fair and reasonable. Agencies may use written orders; facsimile orders, credit card orders, blanket purchase agreement orders or individual purchase orders under this contract.

If it is determined that your agency needs an outside source to provide TRAIN services, follow these simple steps:

### **Step 1. Develop a Statement of Work (SOW)**

In the SOW, include the following information:

- Work to be performed,
- Location of work,
- Period of performance;
- Deliverable schedule, and
- Special standards and any special requirements, where applicable.

### **Step 2. Select Contractor and Place Order**

- If the order is at or below the micro-purchase threshold, select the contractor best suited for your needs and place the order.
- If the order is exceeding but less than the maximum order threshold (MOT), prepare an RFQ;
- If the order is in excess of the MOT, prepare an RFQ. Consider expansion of competition and seek price reductions.

### **Step 3. Prepare a Request for Quote (RFQ)**

- Include the SOW and evaluation criteria;
- Request fixed price, ceiling price, or, if not possible, labor hour or time and materials order;
- If preferred, request a performance plan from contractors and information on past experience; and include information on the basis for selection.
- May be posted on GSA's electronic RFQ system, e-Buy

### **Step 4. Provide RFQ to at least Three Firms**

### **Step 5. Evaluate Offers, Select Best Value Firm, and Place Order**



## REQUIREMENTS EXCEEDING THE MAXIMUM ORDER

In accordance with FAR 8.404, before placing an order that exceeds the maximum order threshold, ordering offices shall:

- Review additional schedule contractors' catalogs/price lists or use the "GSA Advantage!" on-line shopping service;
- Based upon the initial evaluation, generally seek price reductions from the schedule contractor(s) appearing to provide the best value (considering price and other factors); and
- After price reductions have been sought, place the order with the schedule contractor that provides the best value and results in the lowest overall cost alternative (see FAR 8.404(a)). If further price reductions are not offered, an order may still be placed, if the ordering office determines that it is appropriate.

Vendors may:

Offer a new lower price for this requirement (the Price Reduction clause is not applicable to orders placed over the maximum order in FAR 52.216-19 Order Limitations.)

- Offer the lowest price available under the contract; or
- Decline the order (orders must be returned in accordance with FAR 52.216-19).

A task order that exceeds the maximum order may be placed with the Contractor selected in accordance with FAR 8.404. The order will be placed under the contract.

Sales for orders that exceed the Maximum Order shall be reported in accordance with GSAR 552.238-74.

## BLANKET PURCHASE AGREEMENT

Ordering activities may establish BPAs under any schedule contract to fill repetitive needs for supplies or services. BPAs may be established with one or more schedule contractors. The number of BPAs to be established is within the discretion of the ordering activity establishing the BPAs and should be based on a strategy that is expected to maximize the effectiveness of the BPA(s). In determining how many BPAs to establish, consider:

- The scope and complexity of the requirement(s);
- The need to periodically compare multiple technical approaches or prices;
- The administrative costs of BPAs; and
- The technical qualifications of the schedule contractor(s).

Establishment of a single BPA, or multiple BPAs, shall be made using the same procedures outlined in 8.405-1 or 8.405-2. BPAs shall address the frequency of ordering, invoicing, discounts, requirements (*e.g.* estimated quantities, work to be performed), delivery locations, and time.

When establishing multiple BPAs, the ordering activity shall specify the procedures for placing orders under the BPAs.

Establishment of a multi-agency BPA against a Federal Supply Schedule contract is permitted if the multi-agency BPA identifies the participating agencies and their estimated requirements at the time the BPA is established.

Ordering from BPAs:

Single BPA. If the ordering activity establishes one BPA, authorized users may place the order directly under the established BPA when the need for the supply or service arises.

Multiple BPAs. If the ordering activity establishes multiple BPAs, before placing an order exceeding the micro-purchase threshold, the ordering activity shall:

- Forward the requirement, or statement of work and the evaluation criteria, to an appropriate number of BPA holders, as established in the BPA ordering procedures; and
- Evaluate the responses received, make a best value determination (see 8.404(d)), and place the order with the BPA holder that represents the best value.

BPAs for hourly rate services. If the BPA is for hourly rate services, the ordering activity shall develop a statement of work for requirements covered by the BPA. All orders under the BPA shall specify a price for the performance of the tasks identified in the statement of work.

Duration of BPAs. BPAs generally should not exceed five years in length, but may do so to meet program requirements. Contractors may be awarded BPAs that extend beyond the current term of their GSA Schedule contract, so long as there are option periods in their GSA Schedule contract that, if exercised, will cover the BPA's period of performance.

Review of BPAs:

The ordering activity that established the BPA shall review it at least once a year to determine whether:

- The schedule contract, upon which the BPA was established, is still in effect;
- The BPA still represents the best value (see 8.404(d)); and
- Estimated quantities/amounts have been exceeded and additional price reductions can be obtained.

The ordering activity shall document the results of its review.



## LABOR CATEGORY DESCRIPTIONS

### Experience Substitutions:

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|--|--------|-------------------|
| H.S. Diploma + 4 years additional experience     | Equals | Bachelors Degrees |
| Bachelors Degree + 2 years additional experience | Equals | Masters Degree    |
| Masters Degree + 3 years additional experience   | Equals | Ph.D              |

### Education Substitutions:

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| A Ph.D. may be substituted for 3 years of required experience with a Masters Degree or 5 years with a Bachelors Degree. |
| A Masters Degree may be substituted for 2 years of required experience with a Bachelors Degree.                         |
| A Bachelors Degree may be substituted for 4 years of required experience with a High School Diploma.                    |

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| <b>Title: Area Specialist</b>   |
| <b>Minimum/General Experience:</b> 7 years  |
| <b>Functional Responsibility:</b><br>Supports large specialized projects related to the individual's subject matter expertise. These personnel are renowned experts in either functional domains (e.g., finance, personnel, acquisition, etc.), technical disciplines (e.g., computer security, network engineering, etc.), or academic subject areas with many years of experience. Many have advanced degrees. Area Specialists serve as technical experts in areas relevant to a particular project. Area Specialists produce and/or review substantive and/or complex technical documentation reflecting detailed knowledge of technical areas as identified in the statement of work. Documentation subjects include but are not limited to systems design, system architecture, feasibility studies, and system specifications. Area Specialists in an academic setting are responsible for curriculum design, training effectiveness evaluations, and may be required to teach classes at a university-equivalent level. |
| <b>Minimum Education:</b> BS/BA   |

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| <b>Title: Associate Analyst</b>  |
| <b>Minimum/General Experience:</b> 3 years   |
| <b>Functional Responsibility:</b><br>Develops, implements, and maintains training scenarios, approaches, objectives, plans, tools, aids, curriculums, and other state of the art technologies related to training and behavioral studies. Identifies the best approach to training requirements to include, but not limited to hardware, software, simulations, course assessment and refreshment, assessment centers, oral examinations, interviews, computer assisted and adaptive testing, behavior-based assessment and performance, and team and unit assessment and measurement. |
| <b>Minimum Education:</b> BS/BA  |

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| <b>Title: Computer Specialist/Analyst</b>  |
| <b>Minimum/General Experience:</b> 1 year  |
| <b>Functional Responsibility:</b><br>Assesses, designs, and conceptualizes training scenarios, approaches, objectives, plans, tools, aids, curriculums, and other state of the art technologies related to training and behavioral studies. Identifies the best approach to training requirements to include, but not limited to hardware, software, simulations, course assessment and refreshment, assessment centers, oral examinations, interviews, computer assisted and adaptive testing, behavior-based assessment and performance, and team and unit assessment and measurement. Provides support including but not limited to trains the trainer, conducts formal classroom training courses, course facilitation, on-line facilitation, web-based instruction, workshops, exercises, and seminars. |
| <b>Minimum Education:</b> BS/BA  |

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| <b>Title: Data Entry/Clerk Typist</b>  |
| <b>Minimum/General Experience:</b> 1 year  |
| <b>Functional Responsibility:</b><br>Follows a number of specific procedures in completing several repetitive administrative steps performed in a prescribed or slightly varied sequence, such as answering telephone calls, coding and filing documents in an extensive alphabetical file, simple posting to individual accounts, opening mail, running mail through metering machines, and calculating and posting charges to departmental accounts. |
| <b>Minimum Education:</b> HS Diploma   |

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| <b>Title: Engineer Computer II</b>  |
| <b>Minimum/General Experience:</b> 5 years  |
| <p><b>Functional Responsibility:</b><br/> Applies systems analysis and design techniques to the training or educational problem, design of the instruction, development of the syllabus, lesson specifications, instructional material, and in many cases, production of the media, evaluation, and revisions. Requires competence in all phases of instructional systems design techniques, concepts, and tools, including task analysis, the use of well defined behavioral objectives, and sophisticated measurement and evaluation methods.</p> <p>Interprets information and system requirements and informally arbitrates between designers and instructors when conflicts exist. May serve as lead analyst in design subgroup, directing and integrating the work of lower level designers. As instructional requirements are established, the designer must also qualify the media choices for each objective by cost, availability, and practical consideration of implementation within the syllabus context.</p> |
| <b>Minimum Education:</b> BS/BA   |

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| <b>Title: Information Technology Trainer</b>  |
| <b>Minimum/General Experience:</b> 1 year   |
| <p><b>Functional Responsibility:</b><br/> Assesses, designs, and conceptualizes training scenarios, approaches, objectives, plans, tools, aids, curriculums, and other state of the art technologies related to training and behavioral studies. Identifies the best approach to training requirements to include, but not limited to hardware, software, simulations, course assessment and refreshment, assessment centers, oral examinations, interviews, computer assisted and adaptive testing, behavior-based assessment and performance, and team and unit assessment and measurement. Provides support including but not limited to trains the trainer, conducts formal classroom training courses, course facilitation, on-line facilitation, web-based instruction, workshops, exercises, and seminars.</p> |
| <b>Minimum Education:</b> BS/BA   |

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| <b>Title: Internship Programmer</b>  |
| <b>Minimum/General Experience:</b> 1 year  |
| <p><b>Functional Responsibility:</b><br/> Performs routine programming assignments that do not require skilled background experience but do require knowledge of established programming procedures and data processing requirements. Works according to clear-cut and complete specifications. The data are refined and the format of the final product is very similar to that of the input or is well defined when significantly different, i.e., there are few, if any, problems with interrelating varied records and outputs.</p> <p>Maintains and modifies routine programs. Makes approved changes by amending process and object diagrams, developing detailed logical models and physical models, as well as coding changes. Tests and documents modifications and writes operator instructions. May write routine new programs using prescribed specifications; may confer with EDP personnel to clarify procedures, processing logic, etc.</p> |
| <b>Minimum Education:</b> HS Diploma   |

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| <b>Title: Lead Clerk</b>  |
| <b>Minimum/General Experience:</b> 1 year   |
| <p><b>Functional Responsibility:</b><br/> Follows a number of specific procedures in completing several repetitive administrative steps performed in a prescribed or slightly varied sequence, such as answering telephone calls, coding and filing documents in an extensive alphabetical file, simple posting to individual accounts, opening mail, running mail through metering machines, and calculating and posting charges to departmental accounts.</p> |
| <b>Minimum Education:</b> HS Diploma  |

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| <b>Title: Manager IV</b>   |
| <b>Minimum/General Experience:</b> 15 years  |
| <b>Functional Responsibility:</b><br>Specializes in managing and directing training projects from requirements definition through delivery and acceptance. Develops project budgets, tracks expenditures against budgets, and develops projections of cost at completion. Interprets plans and specifications, prepares cost breakdowns, and negotiates budgets. Develops task statements for team members and subcontractors. Monitors progress and prepares progress and status reports. Decides what programs and projects should be initiated, dropped, expanded, or curtailed. Determines long range plans in response to program changes, evaluates program goals, and redefines objectives. Determines changes to be made in organizational structure, delegation of authority, coordination of units, etc. Decides what compromises to make in operations in view of public relations implications and need for support from various groups. |
| <b>Minimum Education:</b> BS/BA  |

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| <b>Title: Modeling &amp; Simulation Specialist</b>  |
| <b>Minimum/General Experience:</b> 3 years  |
| <b>Functional Responsibility:</b><br>Possesses unique experience and expert knowledge in technical, functional, and/or academic areas. Applies best industry practices and standards, current technology, and creative solutions to challenging problems. Works directly with customer management to apply advanced principles, theories, and concepts and develops solutions to complex problems. Defines key concepts for planning, deployment, integration, operation and/or enhancement of state-of-the-art and/or legacy systems. Employs methodologies for guiding others in problem resolution. Modeling & Simulation Specialists in an academic setting are responsible for curriculum design, training effectiveness evaluations, and may be required to teach classes at a university-equivalent level. |
| <b>Minimum Education:</b> BS/BA   |

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| <b>Title: Program Manager</b>  |
| <b>Minimum/General Experience:</b> 3 years   |
| <b>Functional Responsibility:</b><br>Specializes in managing and directing training projects from requirements definition through delivery and acceptance. Develops project budgets, tracks expenditures against budgets, and develops projections of cost at completion. Plans, coordinates, and evaluates the work of a staff; estimates personnel needs and schedules, assigns, and reviews work to meet completion date; interviews candidates for own unit and recommends hires, promotions, or reassignments; resolves complaints and refers group grievances and more serious unresolved complaints to higher level supervisors; may reprimand employees. Work requires substantial and recurring use of management skills in directing technical staff. May also supervise related clerical and technical support personnel. |
| <b>Minimum Education:</b> BS/BA  |

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| <b>Title: Software Developer</b>   |
| <b>Minimum/General Experience:</b> 1 year  |
| <b>Functional Responsibility:</b><br>Assesses, designs, and conceptualizes training scenarios, approaches, objectives, plans, tools, aids, curriculums, and other state of the art technologies related to training and behavioral studies. Identifies the best approach to training requirements to include, but not limited to hardware, software, simulations, course assessment and refreshment, assessment centers, oral examinations, interviews, computer assisted and adaptive testing, behavior-based assessment and performance, and team and unit assessment and measurement. Provides support including but not limited to trains the trainer, conducts formal classroom training courses, course facilitation, on-line facilitation, web-based instruction, workshops, exercises, and seminars. |
| <b>Minimum Education:</b> BS/BA  |

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| <b>Title: Senior Computer Specialist/Analyst</b>   |
| <b>Minimum/General Experience:</b> 3 years   |
| <b>Functional Responsibility:</b><br>Develops, implements, and maintains training scenarios, approaches, objectives, plans, tools, aids, curriculums, and other state of the art technologies related to training and behavioral studies. Identifies the best approach to training requirements to include, but not limited to hardware, software, simulations, course assessment and refreshment, assessment centers, oral examinations, interviews, computer assisted and adaptive testing, behavior-based assessment and performance, and team and unit assessment and measurement. |
| <b>Minimum Education:</b> BS/BA  |

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| <b>Title: Senior Consultant</b>   |
| <b>Minimum/General Experience:</b> 5 years  |
| <b>Functional Responsibility:</b><br>Supports large specialized projects related to the individual's subject matter expertise. These personnel are renowned experts in either functional domains (e.g., finance, personnel, acquisition, etc.), technical disciplines (e.g., computer security, network engineering, etc.), or academic subject areas with many years of experience. Many have advanced degrees. Senior Consultants serve as technical experts in areas relevant to a particular project. Senior Consultants produce and/or review substantive and/or complex technical documentation reflecting detailed knowledge of technical areas as identified in the statement of work. Documentation subjects include but are not limited to systems design, system architecture, feasibility studies, and system specifications. Senior Consultants in an academic setting are responsible for curriculum design, training effectiveness evaluations, and may be required to teach classes at a university-equivalent level. |
| <b>Minimum Education:</b> BS/BA   |

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| <b>Title: Senior Interdisciplinary Engineer</b>  |
| <b>Minimum/General Experience:</b> 1 year  |
| <b>Functional Responsibility:</b><br>Possesses unique experience and expert knowledge in technical, functional, and/or academic areas. Applies best industry practices and standards, current technology, and creative solutions to challenging problems. Works directly with customer management to apply advanced principles, theories, and concepts and develops solutions to complex problems. Defines key concepts for planning, deployment, integration, operation and/or enhancement of state-of-the-art and/or legacy systems. Employs methodologies for guiding others in problem resolution. Senior Interdisciplinary Engineers in an academic setting are responsible for curriculum design, training effectiveness evaluations, and may be required to teach classes at a university-equivalent level. |
| <b>Minimum Education:</b> BS/BA  |

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| <b>Title: Senior Research Analyst</b>   |
| <b>Minimum/General Experience:</b> 7 years  |
| <b>Functional Responsibility:</b><br>Supports large specialized projects related to the individual's subject matter expertise. These personnel are renowned experts in either functional domains (e.g., finance, personnel, acquisition, etc.), technical disciplines (e.g., computer security, network engineering, etc.), or academic subject areas with many years of experience. Many have advanced degrees. Senior Research Analysts serve as technical experts in areas relevant to a particular project. Senior Research Analysts produce and/or review substantive and/or complex technical documentation reflecting detailed knowledge of technical areas as identified in the statement of work. Documentation subjects include but are not limited to systems design, system architecture, feasibility studies, and system specifications. Senior Research Analysts in an academic setting are responsible for curriculum design, training effectiveness evaluations, and may be required to teach classes at a university-equivalent level. |
| <b>Minimum Education:</b> BS/BA   |

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| <b>Title: Senior Scientist/Engineer</b>   |
| <b>Minimum/General Experience:</b> 13 years   |
| <p><b>Functional Responsibility:</b><br/> Supports large specialized projects related to the individual's subject matter expertise. These personnel are renowned experts in either functional domains (e.g., finance, personnel, acquisition, etc.), technical disciplines (e.g., computer security, network engineering, etc.), or academic subject areas with many years of experience. Many have advanced degrees. Senior Scientists/Engineers serve as technical experts in areas relevant to a particular project. Senior Scientists/Engineers produce and/or review substantive and/or complex technical documentation reflecting detailed knowledge of technical areas as identified in the statement of work. Documentation subjects include but are not limited to systems design, system architecture, feasibility studies, and system specifications. Senior Scientists/Engineers in an academic setting are responsible for curriculum design, training effectiveness evaluations, and may be required to teach classes at a university-equivalent level.</p> |
| <b>Minimum Education:</b> BS/BA   |

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| <b>Title: System Analyst Developer</b>   |
| <b>Minimum/General Experience:</b> 6 years   |
| <p><b>Functional Responsibility:</b><br/> Applies expertise in programming procedures to complex programs; recommends the redesign of programs, investigates and analyzes feasibility and program requirements, and develops programming specifications. Assigned programs typically affect a broad multi-user computer system which meets the data processing needs of a broad area (e.g., manufacturing, logistics planning, finance management, human resources, or material management) or a computer system for a project in engineering, research, accounting, statistics, etc. Plans the full range of programming actions to produce several interrelated but different products from numerous and diverse data elements which are usually from different sources; solves difficult programming problems. Uses knowledge of system software, computer equipment, work processes, regulations, and management practices.</p> <p>Works independently under overall objectives and direction, apprising the supervisor about progress and unusual complications. Modifies and adapts precedent solutions and proven approaches. Guidelines include constraints imposed by the related programs with which the incumbent's programs must be meshed. Completed work is reviewed for timeliness, compatibility with other work, and effectiveness in meeting requirements. May function as team leader of lower level programmers or technicians on assigned work.</p> |
| <b>Minimum Education:</b> BS/BA  |

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| <b>Title: System Analyst IV</b>   |
| <b>Minimum/General Experience:</b> 6 years  |
| <p><b>Functional Responsibility:</b><br/> Applies systems analysis and design techniques to the training or educational problem, design of the instruction, development of the syllabus, lesson specifications, instructional material, and in many cases, production of the media, evaluation, and revisions. Requires competence in all phases of instructional systems design techniques, concepts, and tools, including task analysis, the use of well defined behavioral objectives, and sophisticated measurement and evaluation methods.</p> <p>Interprets information and system requirements and informally arbitrates between designers and instructors when conflicts exist. May serve as lead analyst in design subgroup, directing and integrating the work of lower level designers. As instructional requirements are established, the designer must also qualify the media choices for each objective by cost, availability, and practical consideration of implementation within the syllabus context.</p> |
| <b>Minimum Education:</b> BS/BA   |

**Title: System Analyst Manager III****Minimum/General Experience:** 6 years**Functional Responsibility:**

Specializes in managing and directing training projects from requirements definition through delivery and acceptance. Develops project budgets, tracks expenditures against budgets, and develops projections of cost at completion. Plans, coordinates, and evaluates the work of a staff; estimates personnel needs and schedules, assigns, and reviews work to meet completion date; interviews candidates for own unit and recommends hires, promotions, or reassignments; resolves complaints and refers group grievances and more serious unresolved complaints to higher level supervisors; advises higher level management on work problems of own unit and the impact on broader programs; collaborates with heads of other units to negotiate and/or coordinate work changes; makes decisions on work or training problems; evaluates subordinate supervisors; selects non-supervisors (higher level approval is virtually assured) and recommends supervisory selections; hears group grievances and serious or unresolved complaints. Work requires substantial and recurring use of management skills in directing technical staff. May also supervise related clerical and technical support personnel.

**Minimum Education:** BS/BA**Title: System Engineer****Minimum/General Experience:** 4 years**Functional Responsibility:**

Applies standard programming procedures and detailed knowledge of pertinent subject matter (e.g., work processes, governing rules, clerical procedures, etc.) in a programming area such as: a recordkeeping operation (supply, personnel and payroll, inventory, purchasing, insurance payments, depositor accounts, etc.); a well-defined statistical or scientific problem; or other standardized operation or problem. Works according to approved statements of requirements and detailed specifications. While the data are clear cut, related, and equally available, there may be substantial interrelationships of a variety of records, and several varied sequences of formats are usually produced. The programs developed or modified typically are linked to several other programs in that the output of one becomes the input for another. Recognizes probable interactions of other related programs with the assigned program(s) and is familiar with related system software and computer equipment. Solves conventional programming problems. (In small organizations, may maintain programs which concern or combine several operations, i.e., users, or develop programs where there is one primary user and the others give input.)

Works independently under specified objectives; applies judgment in devising program logic and in selecting and adapting standard programming procedures; resolves problems and deviations according to established practices; and obtains advice where precedents are unclear or not available. Completed work is reviewed for conformance to standards, timeliness, and efficiency. May guide or instruct lower level programmers; may supervise technicians and others who assist in specific assignments.

**Minimum Education:** BS/BA**Title: Systems Analyst II****Minimum/General Experience:** 2 years**Functional Responsibility:**

Performs routine programming assignments that do not require skilled background experience but do require knowledge of established programming procedures and data processing requirements. Works according to clear-cut and complete specifications. The data are refined and the format of the final product is very similar to that of the input or is well defined when significantly different, i.e., there are few, if any, problems with interrelating varied records and outputs.

Maintains and modifies routine programs. Makes approved changes by amending process and object diagrams, developing detailed logical models and physical models, as well as coding changes. Tests and documents modifications and writes operator instructions. May write routine new programs using prescribed specifications; may confer with EDP personnel to clarify procedures, processing logic, etc.

Reviews objectives and assignment details with higher level staff to insure thorough understanding; uses judgment in selecting among authorized procedures and seeks assistance when guidelines are inadequate, significant deviations are proposed, or when unanticipated problems arise. Work is usually monitored in progress; all work is reviewed upon completion for accuracy and compliance with standards.

**Minimum Education:** BS/BA

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| <b>Title: Task Leader</b>  |
| <b>Minimum/General Experience:</b> 6 years   |
| <b>Functional Responsibility:</b><br>Specializes in managing and directing training projects from requirements definition through delivery and acceptance. Develops project budgets, tracks expenditures against budgets, and develops projections of cost at completion. Plans, coordinates, and evaluates the work of a staff; estimates personnel needs and schedules, assigns, and reviews work to meet completion date; interviews candidates for own unit and recommends hires, promotions, or reassignments; resolves complaints and refers group grievances and more serious unresolved complaints to higher level supervisors; advises higher level management on work problems of own unit and the impact on broader programs; collaborates with heads of other units to negotiate and/or coordinate work changes; makes decisions on work or training problems; evaluates subordinate supervisors; selects non-supervisors (higher level approval is virtually assured) and recommends supervisory selections; hears group grievances and serious or unresolved complaints. Work requires substantial and recurring use of management skills in directing technical staff. May also supervise related clerical and technical support personnel. |
| <b>Minimum Education:</b> BS/BA  |

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| <b>Title: Technical Subject Matter Specialist - Associate</b>  |
| <b>Minimum/General Experience:</b> 1 year  |
| <b>Functional Responsibility:</b><br>Assesses, designs, and conceptualizes training scenarios, approaches, objectives, plans, tools, aids, curriculums, and other state of the art technologies related to training and behavioral studies. Identifies the best approach to training requirements to include, but not limited to hardware, software, simulations, course assessment and refreshment, assessment centers, oral examinations, interviews, computer assisted and adaptive testing, behavior-based assessment and performance, and team and unit assessment and measurement. Provides support including but not limited to trains the trainer, conducts formal classroom training courses, course facilitation, on-line facilitation, web-based instruction, workshops, exercises, and seminars. |
| <b>Minimum Education:</b> BS/BA  |

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| <b>Title: Training Analyst</b>   |
| <b>Minimum/General Experience:</b> 7 years   |
| <b>Functional Responsibility:</b><br>Prepares all student material (course manuals, workbooks, handouts, exercises, completion certificates and course critique forms. Provides support including but not limited to trains the trainer, conducts formal classroom training courses, course facilitation, on-line facilitation, web-based instruction, workshops, exercises, and seminars. Provides support including but not limited to trains the trainer, conducts formal classroom training courses, course facilitation, on-line facilitation, web-based instruction, workshops, exercises, and seminars. |
| <b>Minimum Education:</b> BS/BA  |

**HOURLY RATES FOR SERVICES  
SIN(s) 27-500**

| <b>Labor Category</b>                           | <b>GSA<br/>Awarded<br/>Rate<br/>inclusive of<br/>3/4% IFF</b> |
|---|---|
| Area Specialist                                 | \$89.35   |
| Associate Analyst                               | \$59.68   |
| Computer Specialist/Analyst                     | \$44.78   |
| Data Entry/Clerk Typist                         | \$23.55   |
| Engineer Computer II                            | \$80.24   |
| Information Technology Trainer                  | \$46.10   |
| Internship Programmer                           | \$26.90   |
| Lead Clerk                                      | \$29.00   |
| Manager IV                                      | \$139.93  |
| Modeling & Simulation Specialist                | \$68.61   |
| Program Manager                                 | \$95.79   |
| Software Developer                              | \$50.06   |
| Sr. Computer Specialist/Analyst                 | \$56.99   |
| Sr. Consultant                                  | \$86.07   |
| Sr. Interdisciplinary Engineer                  | \$60.64   |
| Sr. Research Analyst                            | \$94.50   |
| Sr. Scientist/Engineer                          | \$124.55  |
| System Analyst Developer                        | \$79.07   |
| System Analyst IV                               | \$74.29   |
| System Analyst Manager III                      | \$105.52  |
| System Engineer                                 | \$66.87   |
| Systems Analyst II                              | \$57.83   |
| Task Leader                                     | \$102.18  |
| Technical Subject Matter Specialist - Associate | \$44.49   |
| Training Analyst                                | \$72.00   |