GENERAL SERVICES ADMINISTRATION

Federal Supply Service
Authorized Federal Supply Schedule Price List

Multiple Award Schedule (MAS)

Federal Supply Group: Professional Services

Contract Number: GS-10F-0554N

Contract Period of Performance: August 28, 2003 – August 27, 2023
Pricelist Current through Modification No. PA-0044, effective July 24, 2020

Contractor: SRI International
333 Ravenswood Ave.
Menlo Park, CA 94025
Telephone: (703) 247-8531
Facsimile: (703) 247-8569
Email: jim.burdette@sri.com
Website: www.sri.com

Business Size: Large nonprofit with 501(C)(3) IRS Status

Online 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!, a menu-driven database system.

The Internet address for GSA Advantage! Is GSAAdvantage.gov

For more information on ordering from Federal supply schedules, click on the GSA Schedules button at: GSA.gov
CUSTOMER INFORMATION

1a. The Special Item Numbers (SINs) awarded by GSA under this Schedule contract are below:

SIN 541611/RC - Management and Financial Consulting, Acquisition and Grants
Management Support and Business Program and Project Management Services

SIN OLM/RC - Order Level Materials (OLMs)

1b. Identification of Lowest Price Model Number and Lowest Unit Price: All prices shown herein are as stated. All discounts of the GSA Industrial Funding Fee have already been applied.

1c. Labor Category Hourly Rates and Labor Category Descriptions: Labor category descriptions are located on pages 9-12 of this Price List. Labor category hourly rates offered under this Schedule are located on pages 13-14 of this Price List.

2. Maximum Order: The maximum order designated for contracts awarded under this Schedule is $1,000,000. Ordering activities may seek a price reduction for orders placed over this amount.


5. Point(s) of production: United States.

6. Discounts from Price List: Prices shown herein are net negotiated discounts.

7. Quantity Discounts: As negotiated and mutually agreed to for each delivery/task order.

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.

9a. Government Purchase Cards at or below the micro-purchase threshold: Accepted.

9b. Government Purchase Cards above the micro-purchase threshold: Not accepted.

10. Foreign Items: Not applicable.
11a. Time of Delivery: Delivery requirements are specified on individual task orders.

11b. Expedited Delivery: Contact Contractor.

11c. Overnight and 2-day Delivery: Not applicable.

11d. Urgent Requirements: Contact Contractor.

In accordance with clause I-FSS-140-B SRI International shall reply to any inquiry for accelerated delivery within 3 working days after receipt of inquiry. Any telephone inquiries or replies will be confirmed by SRI International in writing.

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

13a. Ordering Address: All orders under this Schedule should be placed with the address below:

SRI International
333 Ravenswood Avenue
Menlo Park, CA 94025
Contact: Jim Burdette/Senior Contracts Officer
Phone: (703) 247-8531
Fax: (703) 247-8569
Email: jim.burdette@sri.com

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

14. Payment Address:

SRI International
P.O. Box 2767
Menlo Park, CA 94025-2767

15. Warranty Provision: Not applicable.

16. Export Packing Charges: Not applicable.

17. Terms and Conditions of Government Purchase Card Acceptance: Not applicable.

18. Terms and Conditions of Rental, Maintenance and Repair: Not applicable.

19. Terms and Conditions of Installation: Not applicable.

20. Terms and Conditions for Repair Parts: Not applicable.

20a. Terms and Conditions for any other Services: Travel – any travel required by an ordering agency in the performance of services under this Schedule will be reimbursed by the ordering agency. Contractor travel will be in accordance with the Federal Travel Regulations. Established Federal Government per diem rates will apply to contractor travel, plus applicable G&A expenses.
21. List of Service and Distribution Points: Service and distribution points are on an order-by-order basis.

22. List of Participating Dealers: Not applicable.

23. Preventive Maintenance: 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: SRI International shall comply with Section 508 standards and requirements as specified in each Statement of Work (SOW) and its associated individual task/delivery order. Each SOW must specifically state the standards that must be met for accessibility relative to the products or services requested. More information regarding Section 508 can be found at the Government’s website at www.section508.gov.

25. Data Universal Number System (DUNS) number: Contractor’s DUNS number is 00-923-2752.

26. Notification Regarding Registration in System for Award Management (SAM) database: SRI International has registered and is current in the SAM database. CAGE Code: 03652.
Corporate Overview

SRI International is one of the world’s largest and most respected research and consulting organizations. Founded in 1946 as the Stanford Research Institute, SRI is an independent, nonprofit organization that serves the public interest by providing a broad range of scientific research, advisory and technical services to governmental entities and businesses worldwide. Headquartered in Menlo Park, California, SRI’s more than 1,000 professionals offer capabilities in more than 100 disciplines.

SRI provides a broad range of consulting and related services by enhancing the ability of government clients to meet their program goals, evaluate their programs and policies, conduct economic impact and cost/benefit assessments, and design and implement performance-based management through the use of innovative indicators, studies and benchmarking exercises.

SRI offers seasoned expertise in the following areas:

Innovation Strategies
SRI serves as a leading consultant to government and private sector clients on how to introduce and enhance innovation in policies, programs and economic strategies. SRI has expertise on the full value chain of innovation, from foundation improvement to basic and applied R&D management, technology commercialization, and innovation business incubation. SRI teams examine innovation foundations and performance, identify technologies and knowledge-based industries to foster, and forge comprehensive strategies to foster innovation in both the public and private sectors.

Economic Development Analyses, Strategies, and Policy Assessment
This includes multidisciplinary assessments on program feasibility, cost/benefit and economic impact; industry cluster competitiveness; policy and program outcomes; regional and state economic development strategies; and program strategies for stimulating growth and competitiveness.

Science and Technology (S&T) Policy and Higher Education Analyses and Evaluations
This expertise covers all facets of S&T and higher education policies and programs, including: research frameworks; technology commercialization systems; workforce training; Science, Technology, Engineering and Mathematics (STEM) education and training; information, technology and knowledge worker development; and labor market supply/demand conditions and projections.

Performance Measures and Indicators
SRI has extensive experience developing, measuring and evaluating the performance of different government programs, including requirements of the Government Performance and Results Act.

Organizational Assessments and Strategies
SRI has prepared organizational development strategies for a host of national, state and regional-level clients, particularly those charged with developing and implementing programs to accelerate R&D, technology commercialization and innovation.
Examples of SRI’s work expertise are as follows:

**Innovation-based Economic Development Strategy for Virginia**

On behalf of the Virginia Economic Development Partnership (VDEP), SRI prepared a comprehensive strategy to stimulate technology and innovation-based economic development strategy. SRI began by preparing a detailed diagnostic assessment that included an industry cluster analysis, benchmarking of innovation foundations and identification of Virginia’s technology assets. The SRI team then developed case studies and drew best practices from other states on issues identified for action. Working with VEDP, SRI then crafted a tailored program to catalyze innovation activities and tie them directly to desired economic outcomes.

**Evaluation of NSF’s Engineering Research Centers (ERCs)**

The National Science Foundation’s (NSF) Engineering Research Center (ERC) Program is a government-university-industry partnership intended to advance U.S. industrial competitiveness, among other objectives. On behalf of NSF, SRI has conducted case studies of five (5) ERCs to quantify the economic benefits realized from the centers’ activities at the state and national levels. The ERCs covered in SRI’s research were located in the states of California, Georgia, Maryland, Michigan and Virginia. The types of direct and economic impacts identified include external income attracted to the state; new jobs created; and degree of improvement in workforce skills, among other results directly linked to the ERC.

At the national level, SRI’s framework for measuring economic benefit was based on the concept that societal benefits (i.e., returns to innovation) equal the sum of profits to the innovating firm and the cost savings to users (whether individuals or companies). Accordingly, SRI documented and analyzed the realized cost savings to users from products introduced to the market by ERC member companies or startups. In addition, SRI has identified and documented qualitative impacts – such as effects related to ERC ideas, technologies and graduates – that may have future quantitative effects on individual companies, their related industries and the states in which they are located.

**The Fulbright Educational Exchange Program**

The Fulbright Program, established in 1946, is the U.S. Government’s flagship international educational exchange program. Since its inception, the program has provided more than 250,000 participants from the U.S. and around the world with the opportunity to teach, conduct research, study, live and work abroad. The Office of Policy and Evaluation and the Bureau of Educational and Cultural Affairs of the U.S. Department of State contracted with SRI to assess and document the program’s outcomes and impact. Specifically, SRI was asked to:

- Ascertain – in quantitative and qualitative terms – whether the program is achieving its legislative goals
- Assess the broader impacts of the program on individuals and institutions both in the United States and in the Fulbright Scholars’ host countries
- Assess and document the contribution of the Fulbright Scholar experience to the professional and personal lives, activities and achievements of program alumni.

In 2001, SRI surveyed a stratified random sample of 1,004 U.S. Fulbright Scholar alumni whose grants began between 1976 and 1999. A total of 801 Scholar alumni – 80 percent – completed the questionnaire either online or by hard copy.

The SRI assessment found strong quantitative and qualitative evidence that the program is achieving its legislative mandate of promoting mutual understanding and cooperation between the United States and other nations and that it has diverse and often powerful impacts not only on the Scholars themselves, but on their colleagues, students, friends and families.
Client Case Studies for NIST’s Eureka! Winning Ways (E!WW)

Eureka! Winning Ways is a program sponsored by the National Institute of Standards and Technology, and assists small and medium enterprises (SMEs) to identify new products, processes, customers and business models. To provide context for program monitoring and performance measurement, SRI analyzed key factors affecting E!WW clients, and identified the results (or lack thereof) generated through E!WW participation. The team used three methodological tools for elaborating the case studies, including a logic model, detailed site visit interview protocols and a structured target case selection process; the cross case analysis used various pattern matching techniques.

The Role of NSF’s Support of Engineering in Enabling Technological Innovation

NSF asked SRI to examine how the Foundation’s support for research has contributed to the development and commercialization of recent significant engineering innovations. An independent Technical Review Panel selected three innovations for the first such study: reaction injection molding (RIM), magnetic resonance imaging (MRI), and the Internet. For each innovation, SRI identified the major players, timeline, technological changes and other features, then obtained from NSF staff and SRI scientists and engineers more detail about individual and institutional contributions. Key individuals involved in the research, development and introduction of each innovation were interviewed using protocols based on an SRI-developed model of the innovation process.

Among other things, SRI found that NSF’s role varied widely across the three cases; in RIM, direct research support appeared to be the primary influence; in MRI, through support of research on NMR spectroscopy, the technical and analytical core of the innovation, and education of graduate students who built on their NMR experiences in subsequent MRI work; and in the Internet, organizational leadership. Federal agencies other than NSF played major, sometimes dominant, roles: the Defense Advanced Research Projects Agency (DARPA) supported the work that resulted in realization of linked digital communication networks, and the National Institutes of Health (NIH) supported the vast bulk of research on medical imaging. The report is posted at:


Literature Reviews on the Implications of Information Technology

The rapid expansion of information, communications and computational technologies (IT) has led to many questions about the effects of IT throughout society and the economy. For NSF, SRI conducted a series of literature reviews to gather information about the social and economic implications of IT. Topics include:

▪ The Implications of Information, Communication and Computational Technologies for Creating Community Online;
▪ Information Technologies and Remote Working in the United States;
▪ Effects of Using Instructional Technology in Elementary and Secondary Schools; and
▪ Implications of Information Technology for Employment, Skills and Wages.

Links to these and many other similar reports may be found at:

http://www.sri.com/policy/csted/reports/sandit

Global Impacts of FedEx on the New Economy

For the FedEx Corporation, a team of SRI economists conducted a comprehensive study to assess FedEx’s impacts on the New Economy. The assessment covered four impact areas: business impacts, consumer impacts, transportation/logistics industry impacts and macroeconomic impacts. The study measured a corporation’s impacts beyond traditional yardsticks, such as shareholder value, profits, employment and tax contributions. In addition to conducting conventional economic analyses, the study team utilized impact modules, qualitative assessments, analytical constructs and other innovative approaches to provide a
A comprehensive look at both New Economy and Old Economy influences and benefits generated by FedEx. A number of overriding New Economy themes were addressed in detail, including just-in-time inventory management, productivity growth, customer fulfillment, technologies in transportation and logistics management and the power of information.

**Expanding Economic Opportunities in Lebanon**

SRI provided a three-phased initiative designed to promote accelerated and sustainable economic growth in Lebanon. The initiative was sponsored by the Agency for International Development in Lebanon. The first phase consisted of a diagnostic assessment of Lebanon’s economic conditions, constraints and opportunities. The second phase focused on the development of industry cluster action plans in tourism; regional financial and business services; and light industry and agro-industry. SRI’s focus was to expand the clusters and integrate them with USAID/Lebanon’s ongoing rural development program. Since the economic development of Southern Lebanon remained a high priority for the USAID mission, SRI conducted a regional development assessment of Southern Lebanon, including the areas of human resources, natural resources, physical infrastructure, existing industry cluster activities and potential for new income-generating activities. In the Agribusiness cluster, SRI facilitated the development of joint export marketing efforts among Lebanese food exporters, developed a national Agribusiness Development Action Plan with key stakeholders, and identified rural community agribusiness initiatives. In the Tourism cluster, SRI developed a national strategy for the development of sustainable tourism in Lebanon, with a focus on eco-tourism and in new itineraries that take advantage of unrecognized assets in the rural regions. In the Information Technology cluster, SRI undertook a series of analytical and stakeholder engagement activities to develop an initial IT cluster strategy.

**Next Michigan Benchmarks: Measuring Michigan’s Competitiveness**

A team of SRI economists assisted the Michigan Economic Development Corporation (MEDC) to benchmark the state against its competitive peers. The study covered more than 150 indicators that benchmark Michigan in seven categories: Human Investment, Financial Resources, Innovation Resources, Infrastructure, Business Costs, Globalization and Business Vitality, and Quality of Life. This study was conducted to provide an analytical foundation for developing a public-private collaborative strategy to position Michigan for a takeoff in innovative, technology-driven growth. The study received wide press coverage in Michigan and brought out a number of competitiveness issues that needed to be addressed in the state. The benchmarking results were presented at the Michigan Competitiveness Conference in May 2002 to public and private sector leaders to facilitate the development of a consensus on the next round of competitiveness enhancement efforts in Michigan.
<table>
<thead>
<tr>
<th>Labor Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Project Director</td>
<td>Responsible for key client relationships. Exceptionally experienced in conceptualizing and managing contracts with multiple research design, analysis and evaluation tasks and in producing high-quality deliverables on time and within budget. Manages a research center in addition to supervising all aspects (technical, financial, and administrative) of programs and projects. Has expert knowledge about research, data, and analysis of data. Writes accurate, clear papers and reports on complex analyses of cross-cutting education issues and policies. Displays expert and innovative use of concepts and principles and contributes to advanced methods and techniques. Is a recognized expert. Doctorate degree in education, psychology, cognitive science, public policy, economics, or other relevant discipline. Twenty (20) years of professional experience, including extensive management, project leadership, and publications.</td>
</tr>
<tr>
<td>Senior Project Director</td>
<td>Responsible for key client relationships. Highly experienced in conceptualizing and managing contracts with multiple design, analysis and evaluation tasks and in producing high-quality deliverables on time and within budget. Manages a program area in addition to supervising all aspects (technical, financial, and administrative) of programs and projects. Knowledgeable about research, data, and analysis of data. Writes accurate, clear papers and reports on complex analyses of cross-cutting education issues and policies. Displays expert and innovative use of concepts and principles and contributes to advanced methods and techniques. Is a recognized expert. Masters degree in education, psychology, cognitive science, public policy, economics, or a relevant discipline. Fifteen (15) years of professional experience, including extensive project leadership and publications.</td>
</tr>
<tr>
<td>Research &amp; Development Director</td>
<td>Responsible for key client relationships. Highly experienced in conceptualizing and managing contracts involving the development of instructional resources and/or assessments and in producing high-quality deliverables on time and within budget. Manages a program area in addition to supervising all aspects (technical, financial, and administrative) of R&amp;D programs and projects. Writes accurate, clear papers and reports on complex cross-cutting education issues and policies. Displays expert and innovative use of concepts and principles and contributes to advanced methods and techniques. Is a recognized expert. Masters degree in education, psychology, cognitive science, public policy, economics, or a relevant discipline. At least 10 years of professional experience, including extensive project leadership.</td>
</tr>
<tr>
<td>Project Director</td>
<td>Responsible for key client relationships. Experienced in conceptualizing and managing contracts with multiple tasks and in producing high-quality deliverables on time and within budget. Supervises all aspects (technical, financial, and administrative) of programs and projects. Knowledgeable about research, data, and analysis of data. Writes accurate, clear papers and reports on complex analyses of cross-cutting issues. Displays expert and innovative use of concepts and principles. Masters degree in education, psychology, cognitive science or a relevant discipline. At least 10 years of professional experience, including extensive project leadership.</td>
</tr>
<tr>
<td>Senior Researcher II</td>
<td>Plans, designs, and executes applied research and policy analytic studies on the basis of advanced knowledge and experience. Displays expert and innovative use of concepts, principles, and techniques. Serves as a team leader, directing the work of</td>
</tr>
</tbody>
</table>
consultants or research assistants and analysts, analyzing research outcomes, reporting and interpreting results, and drafting recommendations for review by project leaders. Recognized as senior-level contributor, working with minimal supervision and technical guidance.

Doctorate degree in education, psychology, cognitive science, public policy, economics, or a relevant discipline and 5 years or more experience as project director, or a master’s degree and 10 or more years of experience directing projects.

**Senior Researcher I**

Applies knowledge of content, communication and organizational skills, and appropriate research procedures, e.g., multi-method approaches, randomized controlled trials, to carry out data collection and analysis tasks, manage operations, and otherwise contribute to projects and proposals. Works on projects of diverse scope where analysis of data requires evaluation of identifiable factors.

Doctorate degree in education, psychology, cognitive science, public policy, economics, or a relevant discipline or a combination of a master’s degree and five (5) years’ experience; or a bachelor’s degree plus ten (10) years of experience.

**Research Analyst III Sr.**

Applies knowledge of content, communication and organizational skills, and appropriate research procedures, e.g., multi-method approaches, randomized controlled trials, to carry out data collection and analysis tasks, manage operations, and otherwise contribute to projects and proposals. Works on projects of diverse scope where analysis of data requires evaluation of identifiable factors. Develops draft findings, conclusions, recommendations, and prepares and presents for review by project leads. Formulates concepts and gains support and commitment for ideas within a group of people. Assumes leadership of small project tasks.

Doctorate in education, psychology, cognitive science, public policy, economics, or a relevant discipline or master’s degree plus 5 years of experience in proposal and project operations.

**Research Analyst III**

Applies knowledge of content, communication and organizational skills, and appropriate research procedures, e.g., multi-method approaches, randomized controlled trials, to carry out data collection and analysis tasks, manage operations, and otherwise contribute to projects and proposals. Works on projects of diverse scope where analysis of data requires evaluation of identifiable factors. Develops draft findings, conclusions, recommendations, and prepares and presents for review by project leads. Formulates concepts and gains support and commitment for ideas within a group of people. Assumes leadership of small project tasks.

Doctorate in education, psychology, cognitive science, public policy, economics, or a relevant discipline or master’s degree plus 3 years of experience in proposal and project operations.

**Research Analyst II**

Applies social science methods and systematic procedures to moderately complex research project tasks. Contributes to the design and elaboration of project methods and procedures. Coordinates data collection activities and collects data via on-site interviews, test administration, mailed questionnaires, and the like. Formulates concepts on projects and communicates them clearly to other project members. Responsible for completing tasks that are part of larger projects within time and budget constraints set by others.

Bachelor’s degree in education, psychology, cognitive science, public policy, economics, or a relevant discipline and 2 or more years of research experience in an organization similar to SRI.
<table>
<thead>
<tr>
<th>Position</th>
<th>Description</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Analyst I</td>
<td>Provides project support through a variety of tasks in the areas of research, project management, and data management/programming. Under close supervision, responsible for performing tasks defined by a senior staff member. Able to identify problems, seek solutions from superiors, and follow standard practices and procedures in analyzing problems. Works effectively with others on a team. Able to manage multiple tasks, prioritize own work, and meet deadlines. Possesses some or all of the following: knowledge of basic research methods, understanding of survey research, attention to detail, strong organizational and communication skills, and/or beginning database/programming skills.</td>
<td>Bachelor’s degree in education, psychology, cognitive science, public policy, economics, or a relevant discipline.</td>
</tr>
<tr>
<td>Student Associate</td>
<td>Participates as a team member in programs that may involve evaluation, research, policy or scientific analysis. May conduct survey and site meetings, perform Web and literature research, conduct tests, provide technical services, and complete written assignments and other associated activities in support of education research projects. At least two years of college.</td>
<td></td>
</tr>
<tr>
<td>Principal Statistician</td>
<td>Provides expert technical input into all aspects of research design to ensure methodological soundness and evidential basis for claims. Conducts highly complex statistical analysis of data from multiple sources, including assessments, surveys, standardized achievement tests, socioeconomic data, and other research outputs. Familiar with multiple methodologies and may develop new methodologies. Develops statistical findings from datasets.</td>
<td>Doctorate degree in statistics, mathematics, econometrics or other relevant discipline. Twenty (20) years of relevant professional experience.</td>
</tr>
<tr>
<td>Senior Statistician</td>
<td>Provides technical input into all aspects of research design to ensure methodological soundness and evidential basis for claims. Conducts complex statistical analysis of data from multiple sources, including assessments, surveys, standardized achievement tests, socioeconomic data, and other research outputs. Develops statistical findings from datasets.</td>
<td>Doctorate degree in statistics, mathematics, econometrics or other relevant discipline. Ten (10) years of relevant professional experience.</td>
</tr>
<tr>
<td>Statistician</td>
<td>Provides technical input into research design. Under supervision, conducts statistical analysis of data from multiple sources, including assessments, surveys, standardized achievement tests, socioeconomic data, and other research outputs. Develops statistical findings from datasets.</td>
<td>Master’s degree in statistics, mathematics, econometrics or other relevant discipline. At least 5 years of relevant professional experience.</td>
</tr>
<tr>
<td>Data Analyst I</td>
<td>Under some supervision with occasional follow-up, responsible for performing social science data loading, cleaning, and analysis tasks defined by project leader. Works on problems of moderate scope, manages multiple tasks, prioritizes work, meets deadlines, and seeks assistance as needed. Clearly articulates an understanding of the project work for which he or she is responsible. Communicates that understanding to other project members. Exercises judgment within defined procedures and practices to determine appropriate actions. Knowledge of basic research methods and/or various aspects of survey research. Strong written and oral communication skills.</td>
<td></td>
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</tbody>
</table>

SRI International

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<table>
<thead>
<tr>
<th>Role</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jr. Data Analyst</td>
<td>Bachelor’s degree in appropriate content area or discipline and three (3) or more years of experience with programming for data analysis or five equivalent years of experience. Under supervision with follow-up, responsible for performing social science data loading, cleaning, and analysis tasks defined by project leader. Works on problems of moderate scope, prioritizes work, meets deadlines, and seeks assistance as needed. Clearly articulates an understanding of the project work for which he or she is responsible. Communicates that understanding to other project members. Exercises judgment within defined procedures and practices to determine appropriate actions. Knowledge of basic research methods and/or various aspects of survey research. Strong written and oral communication skills.</td>
</tr>
<tr>
<td>Editor</td>
<td>Bachelor’s degree in statistics, computer science or other and 1 or more years of experience with programming for data analysis or three equivalent years of experience. Writes, edits, and/or formats technical proposals, presentations, reports, and articles on education research projects. Responsible for professional editing of technical documents. Advises on structure and presentation approach. Ensures consistency of findings and recommendations. Writes in a clear and concise manner. Able to document complex systems in an easily readable format and is familiar with terminology used in education research. Master’s Degree in English or liberal arts and ten (10) years of experience in editing or relevant discipline or Bachelors degree and fifteen (15) years of experience in editing or relevant discipline.</td>
</tr>
<tr>
<td>Senior Data Survey Coordinator</td>
<td>Bachelor’s degree or two years of college and five (5) years of administrative experience or High School and 8 or more years of administrative experience. With minimal definition and direction, responsible for addressing the full range of survey coordination and data processing matters for all types of education projects and center support (i.e., workflow coordination, procedure development, communication facilitation, problem solving, and resource management). Manages multiple tasks, prioritizes, provides direction for others, and meets deadlines. Proficient in supporting research and management staff in developing and monitoring paper and data processes within budget and time constraints. Knowledge of basic research methods and/or various aspects of survey research.</td>
</tr>
<tr>
<td>Data Survey Coordinator</td>
<td>Bachelor’s degree or two years of college and one (1) year of administrative experience. High School and three (3) or more years of administrative experience. With minimal direction and supervision, responsible for survey coordination and data processing tasks defined by the project leader. Develops and prints reports for mailings; develops methods to deal with data entry, validation, and tracking issues; strategizes workflow; and communicates with project leader regarding meeting deadlines. Provides support and direction to temporary employees and student assistant staff, solves problems independently and with others, and manages multiple tasks.</td>
</tr>
<tr>
<td>Learning Tools Expert IV</td>
<td>Bachelor’s degree in appropriate content area or discipline and three (3) or more years of experience with programming for data analysis or five equivalent years of experience. Advises on the design, development and deployment of complex interactive learning software and dynamic websites. Oversees the planning, managing, and performance of complex individual and joint work on requirements analysis, design, storyboarding, specification, and programming of interactive learning technologies. Is an expert in software consulting and technical management, including requirements gathering.</td>
</tr>
</tbody>
</table>
estimation, and planning. Highly experienced in advising on and managing software application design, implementation, testing, and configuration management.

Ph.D. in computer science, software engineering, or a related discipline and ten (10) years of related experience.

<table>
<thead>
<tr>
<th>SCLS Eligible Contract Labor Category</th>
<th>SCLS Equivalent Code - Title</th>
<th>WD Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Associate</td>
<td>01113 - General Clerk 3</td>
<td>15-5637</td>
</tr>
<tr>
<td>Jr. Programmer Analyst</td>
<td>14070 - Computer Programmer</td>
<td>15-5637</td>
</tr>
<tr>
<td>Editor</td>
<td>30461 - Tech Writer</td>
<td>15-5637</td>
</tr>
<tr>
<td>Sr. Administrative Assistant</td>
<td>01020 - Administrative Assistant</td>
<td>15-5637</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>01312 - Secretary II</td>
<td>15-5637</td>
</tr>
<tr>
<td>Office Assistant</td>
<td>01111 - General Clerk I</td>
<td>15-5637</td>
</tr>
<tr>
<td>Sr. Data Survey Coordinator</td>
<td>01312 - Secretary II</td>
<td>15-5637</td>
</tr>
<tr>
<td>Data Survey Coordinator</td>
<td>01311 - Secretary I</td>
<td>15-5637</td>
</tr>
</tbody>
</table>

Service Contract Labor Standards (SCLS) is applicable to this contract and it includes SCLS Applicable labor categories. The prices for the indicated (**) SCLS labor categories are based on the U.S. Department of Labor Wage Determination Number(s) identified in the SCLS matrix. The prices awarded are in line with the geographic scope of the contract (i.e. nationwide).
**OPTION PERIOD 3: Contract Year 16 to Contract Year 20**

**Price per hour**

<table>
<thead>
<tr>
<th>GSA Labor Category</th>
<th>Year 16 8/28/18 to 8/27/19</th>
<th>Year 17 8/28/19 to 8/27/20</th>
<th>Year 18 8/28/20 to 8/27/21</th>
<th>Year 19 8/28/21 to 8/27/22</th>
<th>Year 20 8/28/22 to 8/27/23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Project Director</td>
<td>$352.66</td>
<td>$362.89</td>
<td>$373.41</td>
<td>$384.24</td>
<td>$395.38</td>
</tr>
<tr>
<td>Senior Project Director</td>
<td>$276.91</td>
<td>$284.94</td>
<td>$293.21</td>
<td>$301.71</td>
<td>$310.46</td>
</tr>
<tr>
<td>Research &amp; Dev. Director</td>
<td>$244.09</td>
<td>$251.17</td>
<td>$258.45</td>
<td>$265.95</td>
<td>$273.66</td>
</tr>
<tr>
<td>Project Director</td>
<td>$220.08</td>
<td>$226.47</td>
<td>$233.03</td>
<td>$239.79</td>
<td>$246.75</td>
</tr>
<tr>
<td>Senior Researcher II</td>
<td>$191.76</td>
<td>$197.32</td>
<td>$203.04</td>
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