

ATTACHMENT L-2

EXHIBITS

Form/Exhibit No.	Title	Pages
Exhibit 1	Key Personnel Position Description and Resume	3
Exhibit 2	Past Performance Interview/Questionnaire Form	8
Exhibit 3	Lost Time Case (LTC) Rate Matrix	1
Exhibit 4	Job Description/Qualification Form (JD/Q)	2

**EXHIBIT 1
KEY PERSONNEL POSITION DESCRIPTION AND RESUME**

(Complete one form for each proposed Key Person. Copies of this form should be used for continuation of work experience; use plain bond paper if additional space is needed otherwise. Start with the present or most recent position and work back. Do not submit work experience prior to 1996. Employer and customer references may be contacted during the proposal evaluation period. The availability of the person referenced, complete mailing address, and complete telephone number shall be verified by the Offeror before submission).

PROPOSED POSITION TITLE: _____

PROPOSED POSITION SALARY: _____

NAME OF PROPOSED KEY PERSON: _____

CURRENT EMPLOYER: _____

DESCRIPTION AND SCOPE OF PROPOSED KEY POSITION:

RATIONALE FOR SELECTING THIS AS A KEY POSITION:

REASONS FOR SELECTING PROPOSED PERSON FOR THIS POSITION:

THE PROPOSED PERSON:

HAS _____ HAS NOT _____ BEEN CONTACTED
IS _____ IS NOT _____ COMMITTED TO THE PROPOSED POSITION
HAS _____ HAS NOT _____ BEEN INCLUDED IN CONCURRENT PROPOSALS
WILL DEVOTE _____ % OF TIME TO THIS CONTRACT

COLLEGE EDUCATION OF PROPOSED KEY PERSONNEL:

<u>NAME & LOCATION OF OF INSTITUTION</u>	<u>YEAR OF DEGREE</u>	<u>TYPE OF DEGREE & MAJOR</u>
--	-----------------------	-----------------------------------

OTHER SPECIALIZED TRAINING/MEMBERSHIP IN PROFESSIONAL SOCIETIES:

**EMPLOYMENT HISTORY (SINCE 1996) STARTING WITH CURRENT POSITION:
EXPLAIN ANY INTERRUPTIONS IN EMPLOYMENT**

DATES EMPLOYED:

TITLE/SALARY:

EMPLOYER & LOCATION:

TYPE OF BUSINESS:

NO. & KIND OF EMPLOYEES SUPERVISED:

EMPLOYER REFERENCE & PHONE NUMBER:

CUSTOMER REFERENCE & PHONE NUMBER:

JOB DESCRIPTION/ACCOMPLISHMENTS:

DATES EMPLOYED:

TITLE/SALARY:

EMPLOYER & LOCATION:

TYPE OF BUSINESS:

NO. & KIND OF EMPLOYEES SUPERVISED:

EMPLOYER REFERENCE & PHONE NUMBER:

CUSTOMER REFERENCE & PHONE NUMBER:

JOB DESCRIPTION/ACCOMPLISHMENTS:

DATES EMPLOYED:

TITLE/SALARY:

EMPLOYER & LOCATION:

TYPE OF BUSINESS:

NO. & KIND OF EMPLOYEES SUPERVISED:

EMPLOYER REFERENCE & PHONE NUMBER:

CUSTOMER REFERENCE & PHONE NUMBER:

JOB DESCRIPTION/ACCOMPLISHMENTS:

EXHIBIT 2 - PAST PERFORMANCE INTERVIEW/QUESTIONNAIRE

This evaluation should be completed by the Contracting Officer (CO), Contracting Officer's Representative or Contracting Officer's Technical Representative (COR or COTR), Task Monitor (TM), or other person identified in the contract by the appropriate Contracting Officer with monitoring the contractor's compliance with the requirements of the contract.

In compliance with the direction in the FAR, the information contained in this evaluation is not subject to view by anyone other than the designated source selection evaluation personnel.

INSTRUCTIONS, DEFINITIONS, AND RATING GUIDELINES

Instructions

This evaluation is to be completed as indicated below. For purposes of these evaluations, the term "project" is intended to mean "contract". This package consists of the following:

Section	Description	Who completes
Section I	Basic contract information	Contractor being evaluated
Section II	Government Evaluator identifying information	Government Evaluator
Section III	Contractor Performance Report	Government Evaluator

For each contract selected, three separate assessments are required; a self assessment by the Offeror, an assessment by the appropriate Contracting Officer (CO), and one by the cognizant COTR.

The Offeror shall complete one Exhibit 2 form for each relevant contract as their self assessment and return as the past performance factor (Volume III).

In addition, the Offeror is responsible for completing Section I and Section II (point-of-contact information for CO and COTR excluding signature) of Exhibit 2 before forwarding the questionnaire to the appropriate CO and COTR for the evaluations required. The Offeror shall request the CO and COTR to complete the remainder of the questionnaire, seal their submittals, and mail them directly to the SEC at the address specified below.

NASA/George C. Marshall Space Flight Center
 ATTN: PS33/L. Katie James, Contracting Officer
 Building 4203, Room B311
 Marshall Space Flight Center, AL 35812

Any questions you might have concerning completion of this form should be addressed to the Contracting Officer, L. Katie James, at (256) 544-5674 or (256) 961-2090.

EXHIBIT 2 - PAST PERFORMANCE INTERVIEW/QUESTIONNAIRE (Continued)

CONTRACTOR PERFORMANCE REPORT

Section I

To be completed by Contractor requesting evaluation.

Contract Number:		
Contract Title:		
Contract Prime Contractor:		
Contract Award Date:		
Contract Completion Date (including options):		
Contract Value (including options)		
Contract Type:	Competitive	Non-Competitive
Description of Work		

CONTRACTOR PERFORMANCE REPORT

Section II

To be completed by Contractor or Government person performing the evaluation.

CO Name:	
CO Signature:	
Phone Number:	
Facsimile Phone Number:	
E-mail address:	
Date:	

COTR, COR, TM, or Other Name:	
COTR, COR, TM, or Other Signature:	
Phone Number:	
Facsimile Phone Number:	
E-mail address:	
Date:	

EXHIBIT 2 - PAST PERFORMANCE INTERVIEW/QUESTIONNAIRE (Continued)

CONTRACTOR PERFORMANCE REPORT

Section III

Definitions and Rating Guidelines

The Factors/Ratings tables on the next page summarize contractor performance in each of the following rating areas. Each criteria should be assigned a rating, from highest to lowest, of Excellent Plus, Excellent, Good, Fair, Poor, or Unsatisfactory. If a particular criteria is not applicable, it should be rated in the far right column as N/A. However, the evaluator is encouraged to provide comments on any rating to further support a particular rating.

The following definitions and instructions should be used as guidance to aid in evaluating the criteria in the Factors/Ratings tables. Please read the definitions and instructions before rating any criteria to be sure that each criteria is graded in the context of the definitions. Also, please ensure that this assessment is consistent with any other assessments that have been done for the same contractor for the same work, such as for payment of fee purposes, exercise of option, other past performance requests, etc.

Technical Performance	Cost Control	Timeliness of Performance	Management Effectiveness
<ul style="list-style-type: none"> - Compliance with contract requirements - Appropriateness of personnel - Technical excellence - Responsive to technical direction - Effective contractor recommended solutions 	<ul style="list-style-type: none"> - Within budget (over/under target costs) - Current, accurate, and complete cost reporting and billings - Cost efficiencies 	<ul style="list-style-type: none"> - Met interim schedule milestones - End items delivered on time - Contract administrative activities performed timely 	<ul style="list-style-type: none"> - Reliable - Pro-active - Reasonable and cooperative - Flexible - Prompt notification of problems - Effective small and small disadvantaged business subcontracting program - Accuracy of reports

The four headings above relate to the actual ratings defined on the following pages.

EXHIBIT 2 - PAST PERFORMANCE INTERVIEW/QUESTIONNAIRE (Continued)**CONTRACTOR PERFORMANCE REPORT****Section III (Cont'd)**

Technical Performance	Cost Control	Timeliness of Performance	Management Effectiveness
Excellent Plus			
The contractor has demonstrated an exceptional performance level in any of the below categories that justifies adding a point to the score. This rating will be used only in those circumstances when contractor performance clearly exceeds the Excellent performance level.			
Excellent			
There are no quality problems.	There are no cost issues.	There are no delays.	Responses to inquiries, technical, service, and administrative issues are effective and responsive.
Good			
Nonconformances or technical issues do not impact achievement of contract requirements.	Cost issues do not impact achievement of contract requirements.	Delays do not impact achievement of contract requirements.	Response to inquiries, technical, service, and administrative issues is usually effective and responsive.
Fair			
Nonconformances or technical issues require minor Agency resources to ensure achievement of contract requirements.	Cost issues require minor Agency resources to ensure achievement of contract requirements.	Delays require minor Agency resources to ensure achievement of contract requirements.	Response to inquiries, technical, service, and administrative issues is somewhat effective and responsive.
Poor			
Nonconformances or technical issues require major Agency resources to ensure achievement of contract requirements.	Cost issues require major Agency resources to ensure achievement of contract requirements.	Delays require major Agency resources to ensure achievement of contract requirements.	Response to inquiries, technical, service, and administrative issues is marginally effective and responsive.
Unsatisfactory			
Nonconformances or technical issues are compromising the achievement of contract requirements, despite use of Agency resources.	Cost issues are compromising performance of contract requirements.	Delays are compromising the achievement of contract requirements, despite the use of Agency resources.	Response to inquiries, technical, service, and administrative issues is not effective and responsive.

EXHIBIT 2 - PAST PERFORMANCE INTERVIEW/QUESTIONNAIRE (Continued)

CONTRACTOR PERFORMANCE REPORT

Section III (Cont'd)

Item	<u>FACTORS/RATINGS</u>	Excellent Plus	Excellent	Good	Fair	Poor	Unsatisfactory	N/A
<i>Technical Performance</i>								
1	Overall skill level & technical competence of Contractor personnel?							
2	Ability to identify risk factors and alternatives for alleviating risk.							
3	Rate the ability of the contractor to consistently provide quality products.							
4	Ability to identify and solve problems expeditiously							
<i>Cost Control</i>								
5	Ability to accurately estimate and control contract cost (if the contract experienced an overrun, please amplify on the following page).							
6	Did the Contractor diligently search for and apply cost efficient practices?							
7	Were Contractor's reports and documentation accurate and complete?							
<i>Timeliness of Performance</i>								
8	Completion of major tasks or key project milestones on schedule.							
9	Did the Contractor deliver end items in accordance with the Contract schedule?							
10	Were the Contractor's reports and documentation submitted timely?							
<i>Management Effectiveness</i>								
11	Rate the Contractor's effectiveness at directing, controlling and completing of all assigned tasks.							
12	Was the Contractor able to effectively coordinate, integrate & manage subcontractors?							
13	Did the Contractor management team show innovation and a proactive approach to problem identification and resolution?							
14	Was the Contractor effective in interfacing with the Government's staff?							
15	Was the documentation produced by the Contractor's efforts satisfactory to the users?							
16	Reserved							
17	Ability to recruit and retain specialized, critical and unique personnel and maintain a stable, high quality and well trained workforce.							
18	Responsiveness to changes in technical direction.							
19	Rate the Contractor's transition or phase-in effectiveness.							

EXHIBIT 2 - PAST PERFORMANCE INTERVIEW/QUESTIONNAIRE (Continued)

Item	<u>FACTORS/RATINGS</u>	Excellent Plus	Excellent	Good	Fair	Poor	Unsatisfactory	N/A
20	Rate your satisfaction with the contractor's security performance and security policies.							
21	If the contractor made use of an automated electronic tasking system, how effective and efficient was that system?							
22	How well did the contractor address any task requirements that may have given them an unfair advantage in competing for future work? Was the contractor able to effectively mitigate any organizational conflicts of interest issues that may have been present?							
23	Please rate the contractor's efforts to retain a stable set of key management personnel.							
24	How well did the contractor perform in an export control environment?							
25	Commitment to Safety as indicated by the content and implementation of the Contractor's safety program including the basic plan as well as any special safety related initiatives							
26	Degree to which the program manager was given the authority to make the decisions necessary to support specific task requirements that might involve additional cost considerations (i.e., subcontracting for special skills, approving unique travel and training requests)?							
27	To what extent did the Contractor display initiative in meeting requirements?							
Overall Evaluation								
28	How would you rate the Contractor's <i>overall management performance</i> on this contract?							
29	How would you rate the Contractor's <i>overall technical performance</i> on this contract?							
30	Would you use this Contractor again? (If "No", please comment in the Narrative Summary)	Yes					No	
31	If this was an award fee contract, provide the adjective ratings for the last 3 evaluation periods.							
32	Averaged (3 year) referenced contract or project Lost Time Case (LTC) Rate and latest available Department of Labor LTC Rate national average for the applicable NAICS.	LTC Rate value _____	DOL average value _____	NAICS number _____				

EXHIBT 2 - PAST PERFORMANCE INTERVIEW/QUESTIONNAIRE (Continued)

This form letter is provided for Offerors to use in transmitting the Past Performance questionnaire to customers

PAST PERFORMANCE FORM LETTER EXAMPLE

Solicitation Name & RFP Number

CLIENT AUTHORIZATION LETTER: FORMAT

[Date of Letter]

[Name and Address of proposed Offeror's customer]

Attention: *[Name and Designation of Customer's Contract Manager or Appropriate Contact]*

Dear *[Contact Name]*:

We are currently responding to the NASA, Marshall Space Flight Center Request for Proposal (RFP) NNM06158583R, Centerwide Office of Human Capital (OHC) Support Services. NASA is requesting that clients of entities responding to their solicitation be identified and their participation in the evaluation process requested. In the event you are contacted for information on work we have performed, you are hereby authorized to respond to those inquiries. Your cooperation with this effort is greatly appreciated. Please direct any questions to *[Name and Phone Number of Offeror's Point-of-Contact]*.

We have included our work for your agency as a past performance reference. A Past Performance Questionnaire is enclosed. Please complete Sections II and III of the enclosed evaluation and return the signed, completed document to:

NASA/Marshall Space Flight Center
Attention: PS33/L. Katie James
MSFC, Alabama 35812

Please forward the completed evaluation to NASA at the above address to ensure it is received prior to **2:00 PM Central Time on October 24, 2006.**

In order to maintain the integrity of this process, please **DO NOT** return the questionnaire to us. Return it to NASA/MSFC at the address listed above.

Sincerely,

[Name of Signer]

[Designation of Signer]

cc:

NASA/Marshall Space Flight Center
Attention: PS33/L. Katie James
MSFC, AL 35812

EXHIBIT 3

LOST TIME CASE (LTC) RATES MATRIX

NAICS	Company Name/Contract Name		Year	Year	Year
			2003	2004	2005
		Lost Time Case (LTC) Rate			
		Number of lost workday cases (injury/illness)			
		Number of employees			
		Number of hours worked			
NAICS	Company Name/Contract Name		Year	Year	Year
			2003	2004	2005
		Lost Time Cases (LTC) Rate			
		Number of lost workday cases (injury/illness)			
		Number of employees			
		Number of hours worked			
NAICS	Company Name/Contract Name		Year	Year	Year
			2003	2004	2005
		Lost Time Cases (LTC) Rate			
		Number of lost workday cases (injury/illness)			
		Number of employees			
		Number of hours worked			
(N x 200,000)/EH = LTC Rate					
N = Number of Lost Time Cases					
EH = Number of employee labor hours worked					
200,000 = equivalent of 100 full-time workers working 40 hour weeks 50 weeks per year					

EXHIBIT 4

JOB DESCRIPTION/QUALIFICATION FORM (JD/Q) [Revised 03-04-05-FB Hours Paid]

TITLE	Contractor Job Title: _____ SCA Wage Determination Job Title: _____ SCA Directory of Occupations Classification Number _____
TYPE	<input type="checkbox"/> EXEMPT <input type="checkbox"/> NON-EXEMPT
SALARY / WAGE RANGE	ANNUAL FROM: _____ TO: _____ HOURLY FROM: _____ TO: _____
FRINGE BENEFITS	HOURLY COST OF FRINGE BENEFITS _____
DESCRIPTION	_____ _____ _____
QUALIFICATION REQUIREMENTS	EDUCATION: _____ EXPERIENCE: _____ _____

TITLE	Contractor Job Title: _____ SCA Wage Determination Job Title: _____ SCA Directory of Occupations Classification Number _____
TYPE	<input type="checkbox"/> EXEMPT <input type="checkbox"/> NON-EXEMPT
SALARY / WAGE RANGE	ANNUAL FROM: _____ TO: _____ HOURLY FROM: _____ TO: _____
FRINGE BENEFITS	HOURLY COST OF FRINGE BENEFITS _____
DESCRIPTION	_____ _____ _____
QUALIFICATION REQUIREMENTS	EDUCATION: _____ EXPERIENCE: _____ _____

TITLE	Contractor Job Title: _____ SCA Wage Determination Job Title: _____ SCA Directory of Occupations Classification Number _____
TYPE	<input type="checkbox"/> EXEMPT <input type="checkbox"/> NON-EXEMPT
SALARY / WAGE RANGE	ANNUAL FROM: _____ TO: _____ HOURLY FROM: _____ TO: _____
FRINGE BENEFITS	HOURLY COST OF FRINGE BENEFITS _____
DESCRIPTION	_____ _____ _____
QUALIFICATION REQUIREMENTS	EDUCATION: _____ EXPERIENCE: _____ _____

Instructions for Completing Job Description/Qualification Form (JD/Q)

TITLE

There are three Job Description/Qualification forms per page. One form is to be completed for each job title/classification. (**NOTICE**: This applies to all proposing subcontractors as well)

- **Contractor Job Title** - Enter your job title if different from the Service Contract Act (SCA) job title/classification.
- **SCA Wage Determination Job Title/Classification** - Enter the accurate SCA job title/classification and SCA job number from the SCA Wage Determination.

[**NOTE**: Detailed position descriptions are contained in the SCA Directory of Occupations, Fourth Edition, dated January 1993 (as amended by the Third Supplement, dated March 10, 1997) for each job classification listed on the wage determination]. In addition, the SCA Directory of Occupations can also be found on-line at the following web address:

<http://www.dol.gov/esa/regs/compliance/whd/wage/main.htm>

TYPE

Place an X in the Box that is applicable to the job title/classification.

- **Exempt** - Those job classifications identified in Title 29 CFR Part 541 as exempt classifications.
- **Nonexempt** - All job classifications other than those exempt by 29 CFR Part 541.

SALARY / WAGE RANGES:

For the specified job title/classification, enter the lowest annual pay in the **Annual From** space and the top annual pay in the corresponding **To** space or enter the equivalent lowest hourly pay in the **Hourly From** space and the top hourly pay in the corresponding **To** space.

FRINGE BENEFITS:

Provide the **exact hourly cost of fringe benefits** for each service employee (See 29 Title CFR Part 4.175(a)(1) for complete details).

NOTICE: The cost of **fringe benefits** for service (non-exempt) employees **shall not include** the cost of vacation pay, holiday pay, liability insurance, state and Federal taxes, professional liability insurance, unemployment or workmen's compensation insurance, etc.

NOTE: The **hourly cost** of fringe benefits must be computed separately for **Exempt** (those employees not covered by the SCA) and **Nonexempt** (those employees covered by the SCA) employees.

NOTICE: The SCA makes **NO** distinction between "full-time" and "part-time" service employees in regards to the payment of fringe benefits, including vacation and holiday pay.

DESCRIPTION

Briefly describe the duties performed under the specified job title/classification.

QUALIFICATION REQUIREMENTS

Identify the education and experience requirements for an employee to qualify for the specified job title/classification.

(Revised 03/04/2005)

ATTACHMENT L-3
OHC BACKGROUND AND HISTORICAL INFORMATION

Section	Title	Location	Pages
A	General Information	L-3-2	5
B	Generic Job Description for Mission Portion of PWS	L-3-7	24
C	Historical and Background Information by Functional Area	L-3-31	29
D	Miscellaneous Data	L-3-60	3
E	Draft 2006 OHC Operating Plan	L-3-63	46

SECTION A: GENERAL INFORMATION

(a) Disclaimer: The background and historical data contained herein is provided for the sole purpose of giving all Offerors a better understanding of the requirements contained in the solicitation. The information provided constitutes a snapshot in time (August 2006 from Contract Year 5) and is not intended to restrict prospective Offerors in their approach to proposal preparation. The quantity of work to be performed may vary in the future as the Center workload changes due to changing roles within MSFC and NASA.

(b) Overview: The services covered by this solicitation have been obtained contractually in part since 1995. The initial effort was awarded twice to AI Signal Research, Inc. as a sole-source 8(a) set-aside. In 2002 as a result of an 8(a) competition, the requirement was again awarded to ASRI. Contract NAS8-02047 was awarded for support services for the Customer and Employee Relations (CaER) Directorate Support and expires on March 31, 2007. The current contract services both OHC and the Office of Strategic Analysis and Communications (OSAC). At the beginning of contract year 4 (February 2005), the CaER Organization split into the current OHC and OSAC. The new contract will service only OHC and OSAC will have a separate support services contract.

The following paragraphs are intended to provide additional information about the types of work and disciplines involved in performing the Performance Work Statement and should be considered important. This information is not all inclusive and is intended to give Offerors an expanded discussion of the anticipated content of the forthcoming contract in the hope that it enables them to prepare their best possible proposal.

NASA has experienced significant changes since the OHC Services Contract was last awarded in 2002. These changes will affect the future OHC Support Services Contract and warrant some discussion. Following the announcement of the President's Vision for Space Exploration, the Marshall Space Flight Center (MSFC) conducted a realignment to determine how to transform the Center to effectively and efficiently support implementation of the President's Vision. In the fall of 2004, MSFC reorganized in response to the recommendations of the realignment study.

Realization of the President's Vision for Space Exploration will be an enduring process that will span decades. As MSFC supports NASA's implementation of the Vision for Space Exploration, the need to capture, preserve, and share knowledge over an extended period will be essential. One means for addressing this need is through disciplined succession planning for the work force employed. OHC Support Services personnel will be key participants in knowledge capture, preservation, and sharing as they support the implementation of the Vision for Space Exploration.

Throughout its existence, the OHC Support Services contract has been called upon to fill a variety of needs. Some tasks are enduring while others are short term. Some require personnel with capabilities that are readily available in the aerospace workforce while other tasks require expertise that is highly focused and available in limited quantities.

(c) Current Support for OHC Services: ASRI, 3411 Triana Blvd, Huntsville, Alabama 35805, is currently performing OHC support services under Contract NAS8-02047. Contract NAS8-02047 is a cost plus incentive fee mission services contract with IDIQ for services listed in PWS Section 11 that cannot be sufficiently identified, predetermined or quantified in advance with an estimated value of \$25,000 or greater per task. Current contractual documents can be found at URL: http://foia.msfc.nasa.gov/contract_NAS8-02047.html

(d) Mission Services and IDIQ: The actual work to be accomplished under this procurement at the beginning of the contract period of performance will initially be very similar to that being accomplished under the current contract. Services for work listed in PWS Sections 1.0 through 7.0 will be accomplished by a cost plus incentive fee mission schedule. Services for work listed in PWS Section 8.0 will be accomplished by issuance of an IDIQ task order. Section 8.0 list services that cannot be predetermined or quantified in advance. There is a possibility that unforeseen, additional scope may be added to this contract that does not currently exist.

(e) Staffing: Table L-1 details position classifications and associated distribution percentages are representative of the staff composition for the existing OHC Support Services Contract (based on an October 2006 projection of approximately 40 Work Year Equivalents – WYE's) and are distributed to support the MSFC organizations (programs/projects and activities) as depicted below (Note: These staffing levels are provided as guidance only).

TABLE L-1 ORGANIZATION ELEMENTS

PWS Section	2.0	3.0	4.0	5.0	6.0	7.0	
Organizational Mail Code	HS01	HS10	HS20	HS30	HS40	HS50	
STAFFING CATEGORIES							TOTAL
Program Management	1%						1%
Management Support Assistant	1%						1%
Contract Administrator	1%						1%
Resource Analyst	1%						1%
SHE Coordinator	1%						1%
Education Specialist				27%			27%
Educator Resource Center Specialist				5%			5%
Program Support Specialist	5%	3%			2%	3%	13%
Training Operations					5%		5%
Training Logistics					3%		3%
Training Buyer					3%		3%
Technical Training SME		4%					4%
Organization Development Specialist		27%					27%
Industrial and Organizational Psychologist			5%				5%
Employee Assistance Program Coordinator						3%	3%
TOTAL	10%	34%	5%	32%	13%	6%	100%

Note: The current contract contains a core portion (including management and Centerwide support) and an IDIQ task portion (including support to projects and other organizations). Each of the task orders issued for the current contract were issued for OSAC services so information from the task orders will not apply as historical information for the OHC requirement.

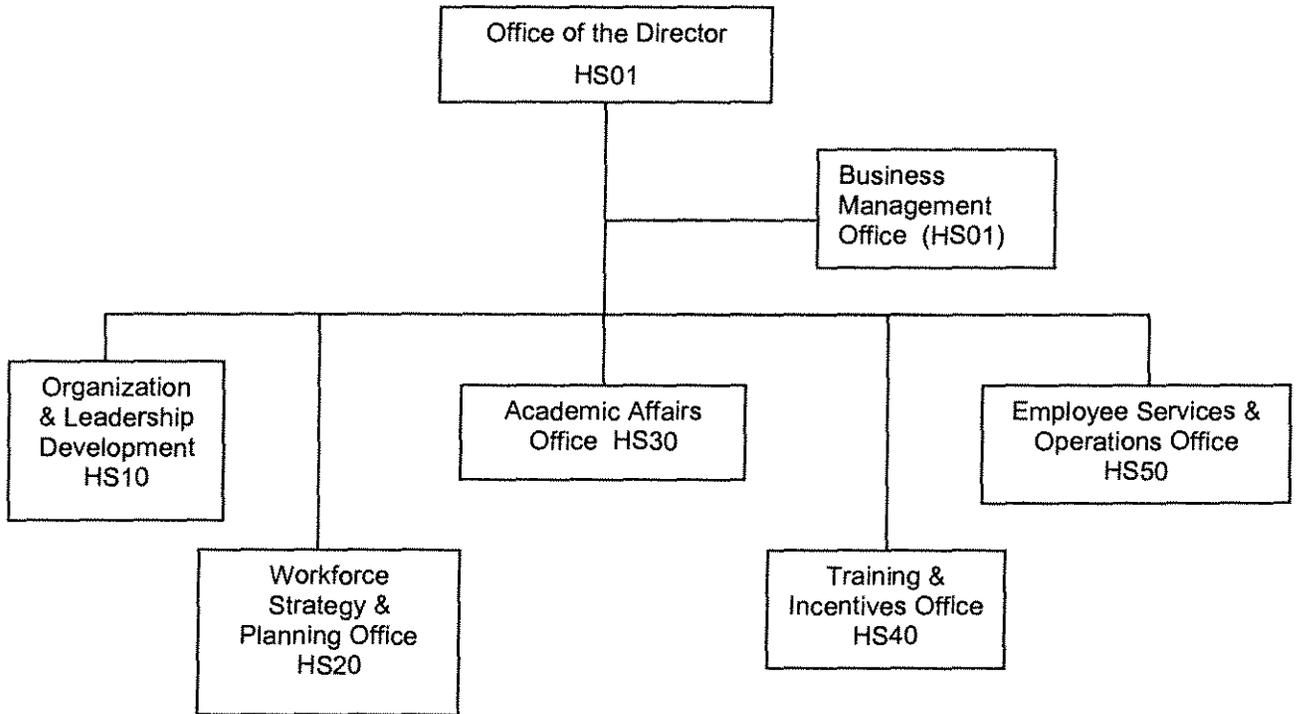
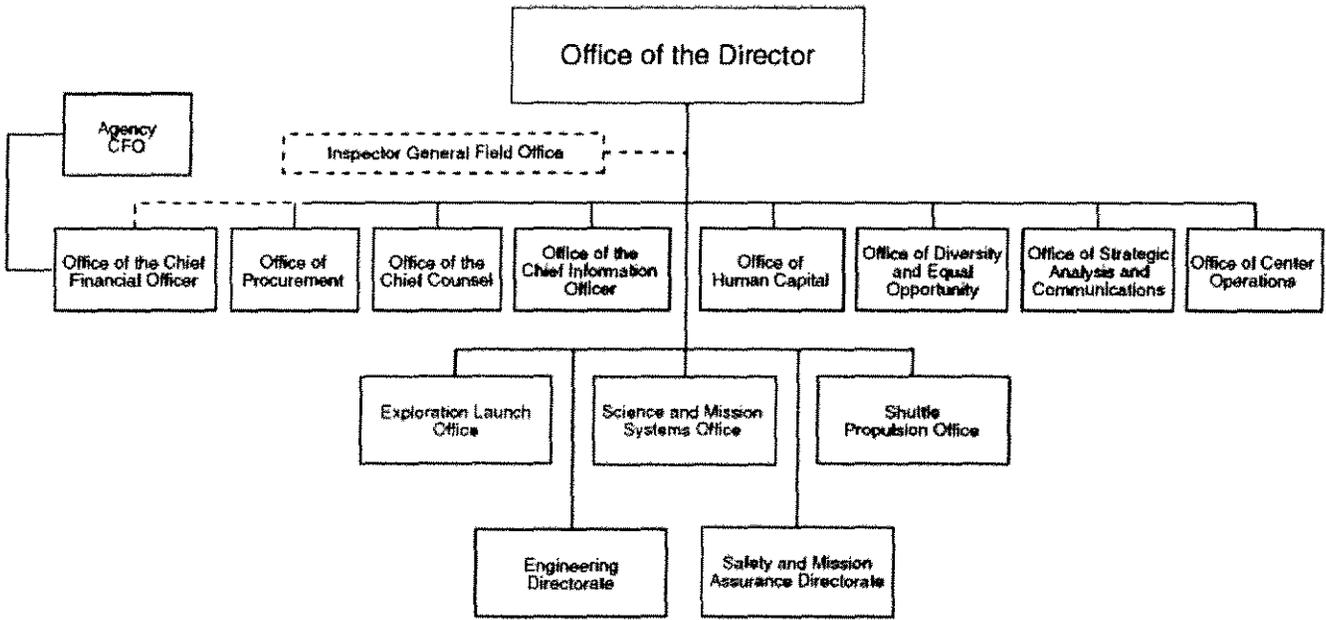


Figure 1: Office of Human Capital Organization

National Aeronautics and Space Administration
GEORGE C. MARSHALL SPACE FLIGHT CENTER



APPROVED *DA King*
David A. King
Director, MSFC
DATE February 21, 2006

8-1013/02
HS60

Figure 2: Marshall Space Flight Center Organization

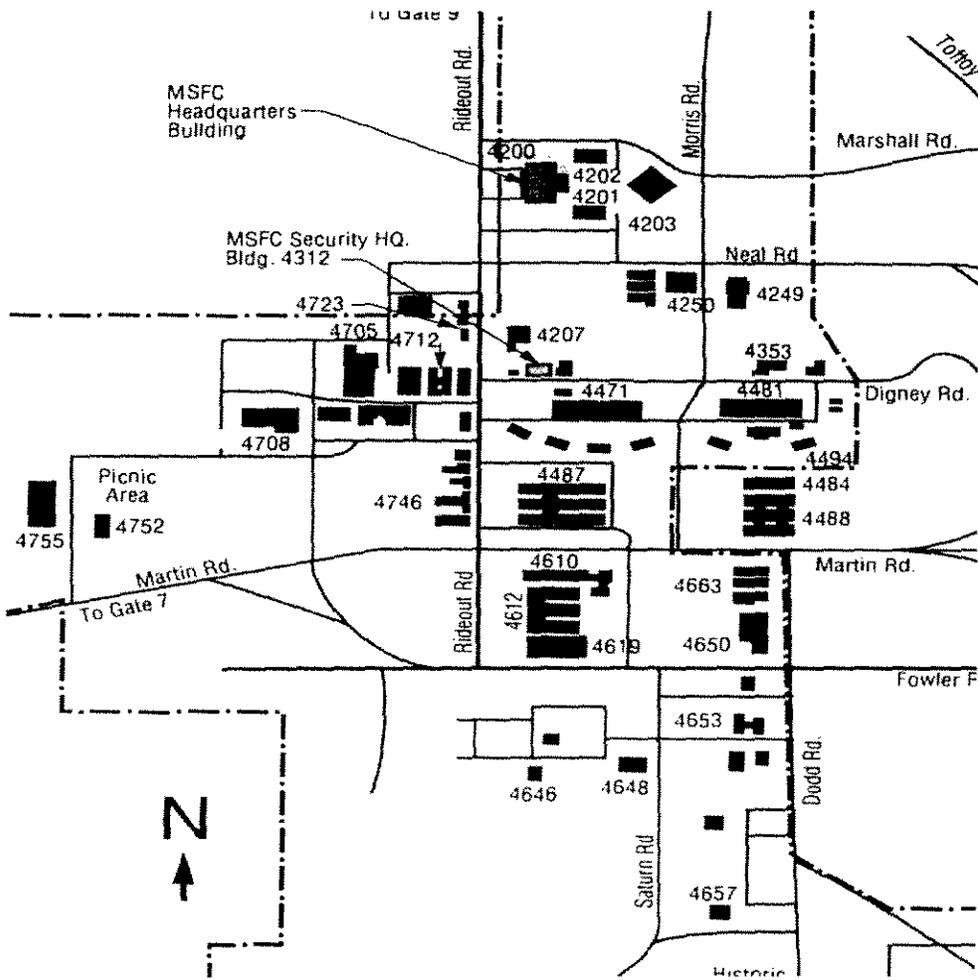


Figure 3: Facilities Site Map of the Marshall Space Flight Center

SECTION B: GENERIC JOB DESCRIPTIONS FOR THE MISSION PORTION OF THE PWS

Disclaimer: The Position Descriptions in this section are for background and guidance only, and are not intended to be requirements.

Job Description
Job Title: Education Specialist

Duties and Responsibilities:

- Represents NASA and Marshall Space Flight Center (MSFC) to schools, the community, the public, informal education programs, electronic and higher education programs, and industry about education programs of NASA/MSFC
- Serves as a liaison between industry and corporate sponsors, schools, educational institutions, NASA/MSFC
- Serves as support agent and assists student teams, and reviews and monitors their progress on educational programs that NASA/MSFC and Academic Affairs support
- Communicates with the public through outreach programs about education programs which NASA/MSFC supports
- Communicates and serves as a liaison with educators, students, and educational institutions about NASA/MSFC educational programs, educational products and services
- Supports civil service leads with the drafting of requests for proposal language and coordinates with Procurement and the NASA Shared Services Center to assure relevant documents related to educational programs are processed through procurement channels for approval and release
- Stays current on best practices in educational programs, and shares, informs, and assists NASA/MSFC customers of best practices in education and Academic Affairs
- Supports and assists in the maintenance of education databases on educational programs at MSFC and NASA Headquarters
- Supports civil service leads with the review of proposals for educational programs and assists them with coordination of the proposals through Procurement and the Office of the Chief Financial Officer to assure compliance and monitoring
- Works with corporate partners to support educational programs, and assure the advancement of education in cooperation with industry.
- Works with other Government agencies, state, local and federal officials, along with educational consortiums, and national representatives to advance education, and the programs supported by NASA/MSFC
- Develops strong relationships with other NASA representatives which advance education and encourages community involvement
- Assists in outreach activities and informing the public about K-16 education
- Assists in outreach activities in the community and in informing the public about diversity and equal opportunity programs
- Responds to inquiries for information about MSFC diversity and equal opportunity programs

- Supports NASA/MSFC and Team Redstone activities, public forums and conferences, designed to enhance inclusion of the minority community and individuals with disabilities into the majority workforce
- Formulates requirements for website improvements, works logistics and staffing for exhibits, and supports the creation of brochures, posters, and other public information products

Desired Education and Experience:

Bachelor of Science Degree in Education with science or math background with 7+ years experience in classroom teaching, or Bachelors of Science with teaching certificate and 7+ years of teaching experience. Requires demonstrated skills in communication, (both oral and written), computer application (Microsoft Office), and the use of the Internet. Masters degree in Education or Science with teaching experience is preferred. In some positions, significant experience directly related to the assigned functions may serve in lieu of the educational requirements.

Job Description

Job Title: Educator Resource Center Specialist

Duties and Responsibilities:

- Manage Educator Resource Center (ERC) daily activities that include, but are not limited to:
 - Customer request by mail, telephone, or e-mail
 - Workshop and orientations support
 - Assist customers in copying videos and/or lesson plans
 - Assist customers with understanding and web-based education materials
 - Maintain and order supplies and materials
 - Maintain technical and electronic equipment
 - Maintain the ERC site
- Plans and coordinates scheduled workshops and seminars on educational related subjects
- Ability to respond to customer request in a positive manner and initiative to follow through customer request until customer is satisfied
- Ability to positively represent and reflect the customer image to the public. To the public the ERC Specialist represents the NASA customer
- Must coordinate and appraise with the ERC Technical Monitor all ERC activities, and also providing suggestions/recommendations for improvements and adherence to NASA Headquarters guidelines
- Provide customers and the public written or oral presentations/orientations on the services available from the ERC
- Coordinate the delivery of distance learning programming with educators throughout the United States

- Provide educational products through distribution of hardcopy publications or CD-ROM
- Provides input to the Education Computer Aided Tracking Systems (EDCATS), Education Programs Office weekly notes, Education Program Office Database (EPOD) System, or other reports that may be requested
- Maintain records and track all incoming request and date of request completion
- Collaborates with local, state, and regional education systems and organizations to be knowledgeable about state and national education guidelines for educational programs
- Works closely with the five state regional ERC coordinators and the education technology team to ensure the MSFC Education Programs electronic calendar is accurate and timely
- Attend the yearly ERC conference or meetings and training sessions.
- ERC Specialist will have other duties as assigned

Desired Education and Experience:

Bachelor of Science Degree in Education with 2 + years experience in the field of education, specifically classroom teaching. Must be familiar with state and national educational guidelines. Outstanding verbal and written communication skills and the ability to work effectively with educators on a professional level are required. Requires demonstrated skills in computer applications (Microsoft Office) and the use of the Internet.

Job Description

Job Title: Program Support Specialist (Organizational Development)

Duties and Responsibilities:

- Provides support to human capital development in securing, managing, and administering various learning programs provided by and through NASA/MSFC (such as APPEL, PIP, the Federal Career Intern Program, and other human capital development programs)
- Interfaces with NASA/MSFC managers to assist in providing guidance to professional interns regarding training, rotations mentors, tracking of evaluations and progress assessments, and provides advice to interns concerning presentations to management
- Supports the succession planning activity and program through assisting in the development of a succession planning program, interfacing with management and candidates, preparation and review of documentation, tracking, monitoring, candidate progress, and preparing presentations
- Provides support to the NASA/MSFC Personnel Management Advisory Council (PMAC) regarding various high level development programs for which the PMAC reviews in order to make decisions regarding candidate applications

Desired Education and Experience:

Bachelor's degree and 3 years experience working in human resources. The desired degree may be in Organizational Development, Education, Business, Human Resources, or equivalent. This individual must have the ability to effectively communicate in writing and verbally; outstanding ability to interface with management, supervisors, employees, other contractors, and others to achieve objectives through cooperation and diplomacy; knowledge of Microsoft Office, Powerpoint, and Excel programs is required. Significant experience in professional development programs and succession planning may serve in lieu of the educational requirements.

Job Description
Job Title: Program Support Specialist (Business Support)

Duties and Responsibilities:

- Responsible for a wide range of information technology, resource management, graphical representations, briefings, and written presentations
- Responsible for a wide range of administrative and management support, such as computer systems management, IT security compliance, risk assessment and hardware/software maintenance management, and property management
- Conceives and implements process improvements
- Supports budget exercises
- Provides design and production of informational material in accordance with Center and Agency policies and procedures
- Develops requirements for web input (i.e. information input not core web design implementation)
- Supports production of management reports
- Performs related support of business and resource management functions
- Translates concepts into presentations for internal and external audiences
- Maintains databases and established spreadsheets
- Knowledge and skill in applying business analysis and evaluation methods, tools and techniques to issues, information or studies concerning the efficiency and effectiveness of the organization or ad hoc project operations
- Ability to apply analytical techniques and evaluation capability to the measurement and improvement of organization productivity and program effectiveness
- Skill in conducting analyses of complex functions and work processes;

Desired Education and Experience:

Formal training or education in Business, Information Management, or related field with 3 years of experience. May substitute 7 years of experience for degree. Must have knowledge of IT/database support and knowledge of major issues, goals, objectives, work processes, and administrative operations of a typical organization. Proficiency in Microsoft Office, Excel, and Advanced PowerPoint; possesses the capability of understanding complex information and presenting it in written presentations. Knowledge

of Information Technology. Possesses high degree of skill in understanding database operations and ability to perform complex manipulation of data to produce a variety of reports.

Job Description

Job Title: Program Support Specialist (Executive Resources)

Duties and Responsibilities:

- Processes a variety of personnel actions for Senior Executive Service (SES), Scientific/Professional (ST), and Senior Leader (SL) positions
- Uses the automated staffing tools provided to prepare and submit SES/ST/SL vacancy announcements including descriptions of duties and technical qualifications
- Reviews all SES/ST/SL resumes received and rates candidates for basic qualifications as described by Office of Personnel Management (OPM) requirements
- Writes qualification summaries
- Prepares material for review by the Executive Resources Panel (ERP)
- Assists SES/ST/SL candidates in writing and editing Executive Core Qualifications in compliance with NASA Headquarters and the OPM requirements to ensure certification by NASA Headquarters ERP and OPM
- Writes justifications for SES/ST/SL candidate/positions for Center Director and Agency Administrator approval
- Writes and disseminates Key Personnel Announcements
- Assists the Executive Resources (ER) Program Manager, and serves as the back-up in the absence of the ER program manager
- Coordinates SES/ST performance appraisal processes
- Drafts and edits justifications for Presidential and Meritorious Rank Awards
- Writes and updates position descriptions, including OPM classification and NASA Class Code determinations for Center Director approval
- Performs SES/ST orientation for new SES/ST/SL members
- Serves as the SES/ST liaison to the NASA Shared Services Center (NSSC)
- Provides regular mid-point vacancy status reports to the Center Director and the Associate Director
- Provides weekly SES/ST/SL status reports to the Director of the Office of Human Capital and Manager of Employee Services and Operations
- Maintains and updates MSFC SES/ST/SL organization chart and available SES/ST slots
- Maintains and monitors time-to-fill and metrics on the SES/ST/SL process
- Processes SES/ST/SL Financial Disclosure Reports (SF-278) including annual filings, new SES members, and departing SES members
- Conducts human resource management analyses and develops process improvements
- Writes reports, briefings, and presentations, and communicates in a professional business style

- Conducts special studies and projects in the area of human resources
- Supports the provision of human resource and professional development services for complex organizations
- Maintains effective relationships with management officials, supervisors, employees, coworkers, other contractors, and others
- Uses business analyses, methodologies, tools and techniques to conduct research and analyses, and to resolve human resource issues

Desired Education and Experience:

Bachelors Degree in Communications, English, Public Relations, or related field with 5 years experience in writing with demonstrated experience to translate concepts into effective oral and written communications for both internal and external constituents. Must be able to adapt and work in a fast-paced, deadline oriented environment with the ability to meet multiple deadlines, and prioritize simultaneous projects. Must have the ability to work with senior management and employees at all levels, and be a creative team member. Must possess advanced skills in Word, Excel, and Powerpoint. Project Management software experience is a plus (i.e. MS Project). Must be able to devote exceptional attention to details. Significant written communication experience may serve in lieu of educational requirements.

Job Description

Job Title: Program Support Specialist (Incentives)

Duties and Responsibilities:

- Performs routine duties in support of the employee awards program, such as maintaining records concerning the status, and actions taken regarding awards distribution
- Performs a wide variety of support duties, such as researching and providing technical and procedural advice on all aspects of an employee awards program including use of various award types, and award approval procedures.
- Reviews recommendations for performance and employee suggestion awards for procedural adequacy of presentation and conformance with standards
- Participates in the processing of incentives awards
- Reviews all nominations for awards
- Prepares or arranges for preparation of award certificates, including printing and framing, as appropriate
- Analyzes factual data and all special documentation associated with employee awards program administration
- Carries out projects associated with the processing of employee awards, such as researching minor complaints or problems that are not readily understood related to the eligibility and nomination of employees for awards
- Completes rating-based and other awards processing duties such as, preparing summary descriptions of approved awards, and outlining the reasons why the awards committee did not recommend approval
- Administer special awards such as for superior accomplishment and honorary awards
- Advise administrative officers and management of the changes and updates

- Insures preparation of timely news releases through approved processes regarding write-ups covering individual and group awards and similar program activities
- Request missing information from submitting office, compiles statistical reports, and makes arrangements for awards ceremonies
- Makes preliminary reviews of recommendations for honorary awards and ensures compliance
- Works closely with NASA Shared Services Center personnel to ensure completeness and accuracy of all required information

Desired and Experience Requirements:

5+ years of experience working in personnel or human capital with a responsibility of writing/reading award/incentives recommendations and having input to recognition ceremonies/functions for employees. The most sought after experience would include NASA or another government entity, although experience with a business or firm will be given consideration. Knowledge of NASA/Federal regulations and policies regarding awards is preferred. Excellent communication skills, especially writing are required. The ability to work with others in small team environment is required. Computer skills in Microsoft Office, including Word, Excel, and Powerpoint are a must.

Job Description

Job Title: Training Operations Lead

Duties and Responsibilities:

- Serves as the lead for the management of all facilities used for the purpose of holding training classes and related activities, and the Self Study Learning Center (SSLC), collectively called Marshall Institute. Included are traditional classrooms (including AV, computer classrooms, equipment, storage areas and classroom supplies, learning carrels, and SSLC library). Marshall Institute is housed in two locations, one on-site and one off-site. The on-site location is the G-13 area of Building 4200 and the off-site area is the second floor of the Education Training Facility (ETF) located at Space and Rocket Center
- Works closely with the training and development area and customers to ascertain training needs for independent study opportunities
- Evaluates SSLC courseware, books, and material for application based on current training needs assessment
- Assesses SSLC material and courseware and recommends purchases and updates within established budget requirements
- Administers Marshall's e-Learning program including account, registration, metrics, customer service issues, course catalog options, and vendor contractual issues
- Benchmarks and researches to acquire materials and courseware to support a learning center on the cutting edge of self study training/study offerings
- Supports Training and Incentives and the Agency with implementation of SATERN, especially in the augmentation of the library manager to be used for the SSLC and other learning centers throughout the Agency
- Assigns work and supervises personnel at both locations of Marshall Institute

- Enters all courseware and materials into SATERN
- Enters, maintains and keeps current a record of the use of all SSLC courseware and material in SATERN (or established database) by employee, and date.
- Maintains daily, weekly, and monthly scheduled courses and classrooms and publish electronically and hardcopy as appropriate
- Coordinates with training and development staff to perform classroom set up to meet requirements for scheduled activity, including audio visual and computer needs
- Coordinates SSLC training opportunities with other NASA Centers to determine Agency wide consumption
- Maintains metrics relevant to SSLC and ETF individual programs, classroom usage and other reports as requested
- Constantly seeks ways to improve the effectiveness and the most efficient use of the SSLC and ETF
- Designs and delivers training and other special projects as required
- Maintains classroom, training, equipment, and office supply inventory for use by SSLC staff, instructors, and students
- Excellent computer skills in the use of Word, Exel, Powerpoint, internet, and some additional basic knowledge of computer necessary to manage classrooms containing computers and electronic presentations

Desired Education and Experience:

BA or BS degree in related field with 5+ years of experience in job with similar requirements which included teaching, training, or human resource activities. Possesses a background in Human Resources, training, or education with an understanding of the training culture and adult learning needs. Must have excellent oral and written communication skills. Must be a team player with excellent customer service skills. Must be able to work independently and prioritize tasks in a fast-paced work environment. Significant experience in adult education activities may serve in lieu of education requirements.

Job Description

Job Title: Training Operations Assistant

Duties and Responsibilities:

- Assists with the operation of the training facilities, both on-site SSLC and off-site ETF
- Staffing the receptionist desk
- Answers phones, responds to requests, receives messages, performing general customer service both internal and external
- Schedules activities at both sites
- Sets up and reconfigures training rooms, including supplies and equipment requirements
- Prepares reports and metrics regarding use of both training facilities
- Property control and daily opening and closing of training facility (one location)
- Prepares purchase requests and vendor research

- Assists the events coordinator in planning, research errands, material production and assembly on-site and off-site
- Assists instructors, attendees, and OHC personnel responsible for activity
- Serves as back-up at ETF as needed to assist with daily facility functions
- Coordinates all classroom scheduling, interacting with training consultants and instructors to meet customer requirements while maximizing facility usage
- Writes course descriptions
- Assists with researching vendor pricing/availability and purchasing for SSLC resource material
- Catalogs material into SATERN database and maintains the SSLC Library spreadsheets as needed
- Updates and maintains reports and attendance logs

Desired Education and Experience:

A high school diploma or a GED is required and some college experience is desired. Must have outstanding customer service skills. Must have outstanding communications skills (both oral and written). Must be able to handle multiple tasks and distractions while continuing to provide excellent customer service. Must be competent in the use of computers; including Microsoft Office, e-mail, and the Internet.

Job Description
Job Title: Training Logistic Planner

Duties and Responsibilities:

- Provides coordination to organize conferences, meetings, workshops, technical interchange meetings, symposia, and training sessions, both on-site and off-site
- Provides support for activities away from the Center that may be more than 50 miles away and require overnight stay
- Coordinates multiple activities occurring at the same time at different locations
- Maintains contacts, technical experts, purchasing sources, and other resources to be able to respond promptly on a quick turnaround basis, if necessary
- Attends and supports activities as needed to insure they run smoothly, comfortably, and with a minimum of logistical problems
- Evaluates current systems for providing support and seeks and recommends ways to improve the process
- Provides advice on web site content requirements, supports on-line conference registration and recommends, initiates, and as appropriate, oversees the content of brochures, posters and other products that support the organization
- Occasionally manages the creation/production/set-up of publicity products, catering, rooms and speaker support, audiovisual equipment including transportation if required, and supporting exhibits.
- Responsible for all activities and coordination associated with collecting and disbursing of registration fees from non-government personnel attending a conference/symposia (including provisions for on-line conference registration as appropriate) and coordinates paying any speakers' fees

Desired Education and Experience:

Post high school education is desirable; particularly in hospitality or events coordination. 5+ years of experience in logistic and event planning or similar experience is required. Must be able to handle multiple tasks and distractions while continuing to provide excellent customer service. Must be competent in the use of computers including Microsoft Office, e-mail, and the Internet.

Job Description
Job Title: Training Buyer

Duties and Responsibilities:

- Procures training, conferences, instructors, training materials, books, supplies, equipment, space and facilities and other support services/equipment/systems as required and developing appropriate purchasing processes/procedures for conducting this procurement effort
- Supports the use of instructors, consultants, organization development specialists, coaches, space and facilities for training sessions and organization/leadership development sessions, materials, supplies, equipment, and other support
- Enters trainee, course/conference, and cost data into the Agency training administration system, such as System for Administration, Training, and Educational Resources for NASA (SATERN), and updates with actual data, such as cost and attendance, as it becomes available.
- Establishes and maintains a database of relevant information, statistics, and metrics for all functions of the organization
- Provides for quarterly training services reports
- Provides data, charts and reports for the Leadership Development Series and organization development projects
- Quotes prices, determines availability of ordered items and suggests substitutes when feasible
- Advises expected delivery date of item or service ordered
- Records order and customer and vendor information
- Checks order sheets for accuracy and adequacy of information for files and appropriate database
- Furnishes customer with confirmation notices
- Informs customers of any delays, cancellations, and any unexpected occurrences
- Verifies the accuracy of purchase information for payment of invoices

Desired Education and Experience:

Experience in purchasing or buying with a working knowledge of the procurement process is essential. Experience in purchasing in a Government environment is desirable. Must possess the ability to develop and utilize spreadsheets through the use

of software such as Excel. Formal training in contract management or procurement is desirable. Strong organization skills are required.

Job Description

Job Title: Technical Training Subject Matter Expert

Duties and Responsibilities:

- Possesses a wide range of capabilities in several aerospace technical fields such as Flight Hardware Design Processes, Engineering Risk Analysis, Structures, Avionics, Materials, Propulsion, Operations, Controls, Fluid Dynamics, and Flight Mechanics with significant work experience in the application of these disciplines. Possess industry and Agency-wide recognition for technical expertise in project management, systems engineering, and/or flight hardware design and development.
- Provides experience-based information and guidance to the NASA/MSFC community, directed toward improving its capability to successfully execute complex engineering spaceflight projects
- Seeks to engage employees in activities aimed at experience-based, technical knowledge transfer
- Designs and teaches unique technical training courses for MSFC/NASA employees to benefit less-experienced engineers and managers as required. Coordinates with guest lecturers and speakers, retirees, and industry experts to support this effort as needed
- Provides opportunities to impart lessons learned to the NASA community
- Provides coaching, mentoring, and consulting as requested for NASA/MSFC, specifically in support of on-going projects and current work
- Prepares and disseminates technical materials and information in support of NASA technical publications, textbooks, seminars and technical conferences, and web sites.
- Assesses the technical, cultural, organizational, and human resources development needs to define/develop competitive and complementary technology programs/curricula with which to benchmark to stay current relative to the benchmarked programs and communicate similarities and difference.
- Engages state-of-the-art tools for teaching, managing design process, and enabling knowledge transfer
- Provides advice, ideas and perspectives on technical/organizational execution of MSFC work assignments
- Assists with special assignments and projects as needed

Desired Education and Experience:

Knowledge in at least one of the following is required: Design Process, Engineering Risk Analysis, Structures, Controls, Fluid Dynamics, Flight Mechanics, or Space Sciences. Background in designing, setting up and teaching/training technical courses for either college credit or continuing education is highly desirable. Master's or Ph. D. degree in engineering or a related field with extensive experience working

for or with a NASA entity is required. Significant work experience in either a leadership capacity or technical training and education may serve in lieu of the advanced degree requirements.

Job Description

Job Title: Organizational Development Specialist – Level III

Duties and Responsibilities:

- Regarded as a Center and industry subject matter expert in the field of organizational development and change management. Interfaces with senior Center managers to better understand organizational dynamics and actual or proposed changes in order to develop processes, training programs and tailored coaching designed to improve the ability to successfully execute organizational requirements and goals and minimize productivity losses that may result from organizational changes.
- Works independently, and leads, or supports teams responsible for the development and implementation of programs and processes that drive improvements in organizational and individual performance in a cutting edge, aerospace organizational environment
- Ability to provide expert consultative and technical services to program managers at all levels of line management on a broad range of human resources management services
- Analyzes interrelated issues of effectiveness, efficiency, and productivity of substantive mission-oriented programs
- Develops detailed plans, goals, and objectives for long-range implementation and administration of programs, and/or develops criteria for evaluating the effectiveness of the program when decisions concerning planning, organizing, and conducting studies are complicated by conditions, such as conflicting program goals and objectives
- Understands assignments that are complicated by the need to deal with subjective concepts where the quality and quantity of actions are measurable primarily in predictive terms, and/or findings and conclusions are highly subjective and not readily susceptible to verification through replication of study methods or reevaluation of results
- Proposes intervention designs, plans for organizational change, and implementation strategies and methodologies that encourage collaboration, communication and synergistic teamwork
- Addresses the issues that significantly effect long-range implementation of substantive operational and /or policy programs(s)
- Understands and interprets interrelated programs issues that affect long-range program planning, design, and execution
- Integrates the work of a team into authoritative report(s) outlining options, recommendations, and conclusions reached
- Works independently, and leads or supports teams, responsible for the analysis of the work, team and personal dynamics, and interpersonal interfaces of a complex project or organizational team, and provides the team manager with written report

- of findings, options, conclusions and recommendations designed to improve the ability to successfully execute the organizational team requirements and goals
- Identifies the key roles and expectations of the sponsors of change, those who implement the changes, and the base who must operate in a constantly changing environment
 - Facilitates teams in mapping their business processes, identifying roles and finding gaps for all groups at all levels
 - Plans and implements overall change management strategy in large scale systems projects, including stakeholder commitment communication strategy, training plan, and measurement of results
 - Manages the designs and administers various employee surveys, including design of the survey process, presentation and analysis of results, and action planning process; develop, administer and evaluate leadership development programs including executive and management training
 - Manages the administration, implementation, and tracking of the succession planning process
 - Assesses training needs and establishes objectives, and designs curriculum and courses to meet those needs
 - Facilitates group meetings and training events as required
 - Develops and expands knowledge of quality measurement and improvement process through training and self study

Desired Education and Experience:

10+ years relevant experience in change management and experience in organization design and development, ability to demonstrate credibility and build trust – with the ability to work at all levels in the organization. Ability to take work and create project plans with clear deadlines and deliverables, and experience managing teams toward successful execution of deliverables and achievement of benefits. Possess extensive experience in Organizational Development Consulting and Change Management within a major corporation and/or Government agency with demonstrated results. Mastery of a wide range of methods for assessment and improvement of complex programs, processes, and systems. Certification in a variety of Organizational Development tools is highly desirable; these include, but are not limited to, Myers-Briggs Type Indicator personality inventory, Gallup Strength Finder Profile and Strengths coaching, Power+Systems Organizational Model, Appreciative Inquiry, Situational Leadership II (Ken Blanchard), and Dominance/Influence/Steadiness/Conscientiousness. Post-graduate degree in Management, Organizational Behavior, Industrial Psychology, or Organizational Development; well-developed consulting skills demonstrating depth of capability in change management, organizational development and organizational diagnostics; strong Project management experience and skills including deliverables-based work plan design, status reporting, and overall execution against work plan; demonstrated ability to operate in a fast complex environment that is changing; strong people skills, communication and writing skills and associated skills in Power Point, Excel, and MS word. Post-graduate degree may be substituted with significant experience in change management or organizational development in an organization of the size and complexity of MSFC.

Job Description
Job Title: Organizational Development Specialist – Level II

Duties and Responsibilities:

- Supports development and implementation of programs and processes that drive improvements in organizational and individual performance
- Ability to provide expert consultative and technical services to program managers at all levels of line management on a broad range of human resources management services
- Analyzes interrelated issues of effectiveness, efficiency, and productivity of substantive mission-oriented programs
- Develops detailed plans, goals, and objectives for long-range implementation and administration of programs, and/or develops criteria for evaluating the effectiveness of the program when decisions concerning planning, organizing, and conducting studies are complicated by conditions, such as conflicting program goals and objectives
- Understands assignments that are complicated by the need to deal with subjective concepts where the quality and quantity of actions are measurable primarily in predictive terms, and/or findings and conclusions are highly subjective and not readily susceptible to verification through replication of study methods or reevaluation of results
- Proposes intervention designs, plans for organizational change, and implementation strategies and methodologies that encourage collaboration, communication and synergistic teamwork.
- Addresses the issues that significantly effect long-range implementation of substantive operational and /or policy programs(s)
- Understands and interprets interrelated programs issues that affect long-range program planning, design, and execution
- Integrates the work of a team into authoritative report(s) outlining options, recommendations, and conclusions reached
- Analyzes the work, team and personal dynamics, and interpersonal interfaces of a project or organizational team, and provides the team manager with written report of findings, options, conclusions, and recommendations
- Determines the critical organizational success factors and competencies required in the desired state
- Identifies the key roles and expectations of the sponsors of change, those who implement the changes, and the base who must operate in a constantly changing environment
- Facilitates teams in mapping their business processes, identifying roles and finding gaps for all groups at all levels
- Ensures that the change management workstreams of change readiness, communication, training and knowledge are structured and implemented
- Plans and implements overall change management strategy in large scale systems projects, including stakeholder commitment communication strategy, training plan, and measurement of results
- Manages the designs and administers the employee engagement survey, including survey process, presentation and analysis of results, and action

- planning process; identify, administer, and evaluate leadership development programs including executive and management training
- Manages the administration, implementation, and tracking of the succession planning process
 - Provides support for developing leaders, creating an empowering, high-performance culture, improving trust and communication
 - Assesses training needs and establishes objectives, and designs curriculum and courses to meet those needs
 - Partners with HR generalists and line managers on organizational development initiatives for their clients
 - Facilitates group meetings and training events as required
 - Develops and expands knowledge of quality measurement and improvement process through training and self study
 - Works closely with Management, Project Managers, Project Team Leads, Training, Learning and Education Leaders, Human Resources Department, and Functional Department Leaders.

Desired Education Experience:

5+ years relevant experience in change management and experience in organization design and development, ability to demonstrate credibility and build trust – with the ability to work at all levels in the organization. Ability to take work and create project plans with clear deadlines and deliverables, and experience managing teams toward successful execution of deliverables and achievement of benefits. Possess extensive experience in Organizational Development Consulting and Change Management within a major corporation and/or government agency with demonstrated results. Mastery of a wide range of methods for assessment and improvement of complex programs, processes and systems. Certification in a variety of Organizational Development tools is highly desirable; these include, but are not limited to, Myers-Briggs Type Indicator personality inventory, Gallup Strength Finder Profile and Strengths coaching, Power+Systems Organizational Model, Appreciative Inquiry, Situational Leadership II (Ken Blanchard), and Dominance/Influence/Steadiness/Conscientiousness. Post-graduate degree in Management, Organizational Behavior, Industrial Psychology, or Organizational Development; well-developed consulting skills demonstrating depth of capability in change management, organizational development, and organizational diagnostics; strong Project management experience and skills including deliverables-based work plan design, status reporting, and overall execution against work plan; demonstrated ability to operate in a fast complex environment that is changing; strong people skills, communication and writing skills and associated skills in Power Point, Excel, and MS word. Post-graduate degree may be substituted with significant experience in change management or organizational development in an organization of the size and complexity of MSFC.

Job Description
Job Title: Organizational Development specialist – Level I

Duties and Responsibilities:

- Supports development and implementation of programs and processes that drive improvements in organizational and individual performance
- Provides expert consultative and technical services to program managers at all levels of line management on a broad range of human resources management services
- Analyzes interrelated issues of effectiveness, efficiency, and productivity of substantive mission-oriented programs
- Develops detailed plans, goals, and objectives for long-range implementation and administration of programs, and/or develops criteria for evaluating the effectiveness of the program when decisions concerning planning, organizing, and conducting studies are complicated by conditions, such as conflicting program goals and objectives
- Provides expert consultative and technical services to program managers at all levels of line management on a broad range of human resources management services
- Uses a wide range of methods for assessment and improvement of complex human capital programs, processes, and systems
- Determines the critical organizational success factors and competencies required in the desired state
- Identifies the key roles and expectations of the sponsors of change, those who implement the changes, and the base who must operate in constantly changing environment
- Facilitates teams in mapping their business processes, identifying roles and finding gaps for all groups at all levels
- Ensures that the change management workstreams of change readiness, communication, training, and knowledge are structured and implemented
- Plans and implements overall change management strategy in large scale systems projects, including stakeholder commitment communication strategy, training plan and measurement of results
- Supports the design and administration of the employee engagement survey, including survey process, presentation and analysis of results, and action planning process
- Provides support for developing leaders, creating an empowering, high-performance culture, improving trust, and communication
- Supports the administration, implementation, and tracking of the succession planning process
- Assesses training needs and establishes objectives, and designs curriculum and courses to meet those needs
- Partners with HR generalists and line managers on organizational development initiatives for their clients
- Facilitates group meetings and training events as required; Develops and expands knowledge of quality measurement and improvement processes through training and self study

- Works closely with Management, Project Managers, Project Team Leads, Training, Learning and Education Leaders, Human Resources Department, and Functional Department Leaders

Desired Education and Experience:

BS degree in Organizational Development or related field with 3+ years of experience in implementing or working with organizational processes and programs in an organization. Demonstrated ability to effectively drive change and influence the adoption of new ideas; strong business acumen, results-driven and analytical, excellent performance consulting and client engagement skills; experience with performance measurement systems and HR metrics. Certification in a variety of Organizational Development tools is highly desirable; these include, but are not limited to, Myers-Briggs Type Indicator personality inventory, Gallup Strength Finder Profile and Strengths coaching, Power+Systems Organizational Model, Appreciative Inquiry, Situational Leadership II (Ken Blanchard), and Dominance/Influence/Steadiness/Conscientiousness. The ideal candidate will have experience working with change management and organizational development practices for a consulting firm or performing those functions in the public or private sector. Oral and written communication skills are required, as well as strong people skills and associated skills in Power Point, Excel, and MS Office. Advanced degree in related discipline (organizational development, organizational psychology, or a related business management field) is a plus.

Job Description

Job Title: Industrial and Organizational Psychologist (Level II)

Duties and Responsibilities:

- The industrial and organizational psychologist in this position is responsible for designing, developing, implementing, managing, and evaluating a wide range of complex Human Capital programs
- Consults with management and employees at all levels of the organization to ascertain and meet Human Capital requirements
- Uses expert consulting and analytical skills to accomplish their responsibilities, including strong interpersonal skills, communication and negotiation skills, performs complex analyses, and possess creative problem-solving skills, report development skills, and have a strong customer focus
- Performs complex analyses, and uses creative problem-solving skills, information and report development skills, and have a strong customer focus
- This individual is expected to have expertise in personnel psychology concerned with employee testing, selection, placement, retention, workforce planning, and competencies
- Collects data, develops and delivers quality products including complex statistical and utility analyses, strategic solutions, validation studies

- Creates, updates and maintains staffing level forecasts, accomplished by complex analyses, analyzing trends, forecasting future trends, and creating a plan to allocate human capital resources to maintain required capabilities
- Provides detailed statistical analyses and recommendations regarding Monte Carlo simulations and probabilistic scenarios to support workforce requirements for ongoing and projected work
- Conducts complex statistical analyses of budget and predicted workforce requirements
- Possesses thorough knowledge of workforce planning tools as it pertains to Full Time Equivalent (FTE) and Work year Equivalent (WYE) method of planning

Desired Education and Experience:

The individual is required to possess a Masters degree in Industrial and Organizational Psychology with at least 10+ years of experience in the personnel or human resource areas. The individual must possess strong knowledge of MS Office applications, databases, spreadsheets, and a high degree of proficiency in current commercial statistical software packages. Requires excellent interpersonal skills, with the ability to communicate with managers, supervisors, employees, other contractors, and others. Must possess the ability to work independently. Must possess a high degree of initiative, and be able to present ideas, take charge of projects and get them completed. A Ph. D. degree may be substituted for 3 years of work experience.

Job Description

Job Title: Industrial and Organizational Psychologist (Level I)

Duties and Responsibilities:

- The industrial and organizational psychologist in this position is responsible for designing, developing, implementing, managing, and evaluating a wide range of complex Human Capital programs
- Consults with management and employees at all levels of the organization to ascertain and meet Human Capital requirements
- Uses expert consulting and analytical skills to accomplish their responsibilities, including strong interpersonal skills, communication and negotiation skills
- Performs complex analyses, and uses creative problem-solving skills, information and report development skills, and have a strong customer focus
- Uses expertise in personnel psychology concerned with performance, training and development
- Collects data, and through statistical analysis, draws conclusions about organizational readiness to change
- Supports the organizational development function
- Conducts assessments, and develops and delivers quality products including complex statistical and utility analyses, strategic solutions, validation studies, and development of thought leadership content

- This position addresses employee motivation, organizational climate and culture, leadership, communication, and other social processes in organizations

Desired Education and Experience:

The individual is required to possess a Masters degree in Industrial and Organizational Psychology with at least 5 years of experience in the personnel, organizational development, or human resource areas. The individual must possess strong knowledge of MS Office applications, databases, spreadsheets, and a high degree of proficiency in current commercial statistical software packages. Requires excellent interpersonal skills, with the ability to communicate with managers, supervisors, employees, other contractors, and others. Must possess the ability to work independently. Must possess a high degree of initiative, and be able to present ideas, take charge of projects and get them completed. A Ph. D. degree may be substituted for 3 years of work experience.

Job Description

Job Title: Employee Assistance Program (EAP) Counselor

Duties and Responsibilities:

- Provides confidential professional counseling services to employees and their immediate families, concerning a variety of work adjustment problems resulting from such causes as emotional, mental health, physical handicaps, health challenges, drug/alcohol abuse, family problems, work and personal issues
- Provides counseling to employees on areas which may be causing stress and detract from peak performance.
- Ability to deal with stress and conflict effectively and positively
- Provides guidance to employees and their immediate families to assist them in considering the choices available to them regarding their particular circumstances, as they relate to the organization
- Advises employees as to appropriate developmental and educational programs
- The EAP counselor establishes and maintains effective liaison with physicians at the Marshall Space Flight Center Medical Office as well as private physicians and agencies
- Maintains a current knowledge of other Government, community, and private or public resources to which employees can be referred
- Assists management in recognizing the manifestations of problems, and develops methods, techniques, and tools to be used in conducting comprehensive employee evaluations and assessments, and diagnoses
- Conducts studies to analyze the underlying forces and practices which cause employee problems, and recommends corrective measures
- Conducts studies to analyze and evaluate employee attitudes and morale to give management insight into the climate of human relations throughout the Center with specific reference to problem areas
- Advises and provides guidance to managers and supervisors regarding communication and motivation to enhance employee performance.

- Understands the benefits available with various health insurance providers when making referrals
- Selects appropriate topics for monthly Lunch and Learn Seminars, and makes the arrangements for speakers, and coordinates the meetings
- Attends staff meetings, and other Center meetings at the invitation of management to provide educational opportunities to management and employees on appropriate topics

Desired Education and Experience:

MS Degree with 7+ years of professional counseling experience required. This individual must possess professional knowledge and competence in psychology/sociology. This individual must possess the abilities to effectively deal with personal adjustment problems, and complex vocational rehabilitation; must be knowledgeable of the policies, objectives, practices, tools, methods and techniques for the Employees Assistance Program; and must have experience in counseling and knowledge of employee referral process for intensive psychotherapeutic treatment. The individual must be able to gather, collect and assimilate data and information, and must be able to relate to a diverse population, with people of different ethnic, socioeconomic, and occupational groups with diverse attitudes, reactions, values, and concepts of authority.

[END OF SECTION]

SECTION C

Historical and Background Data

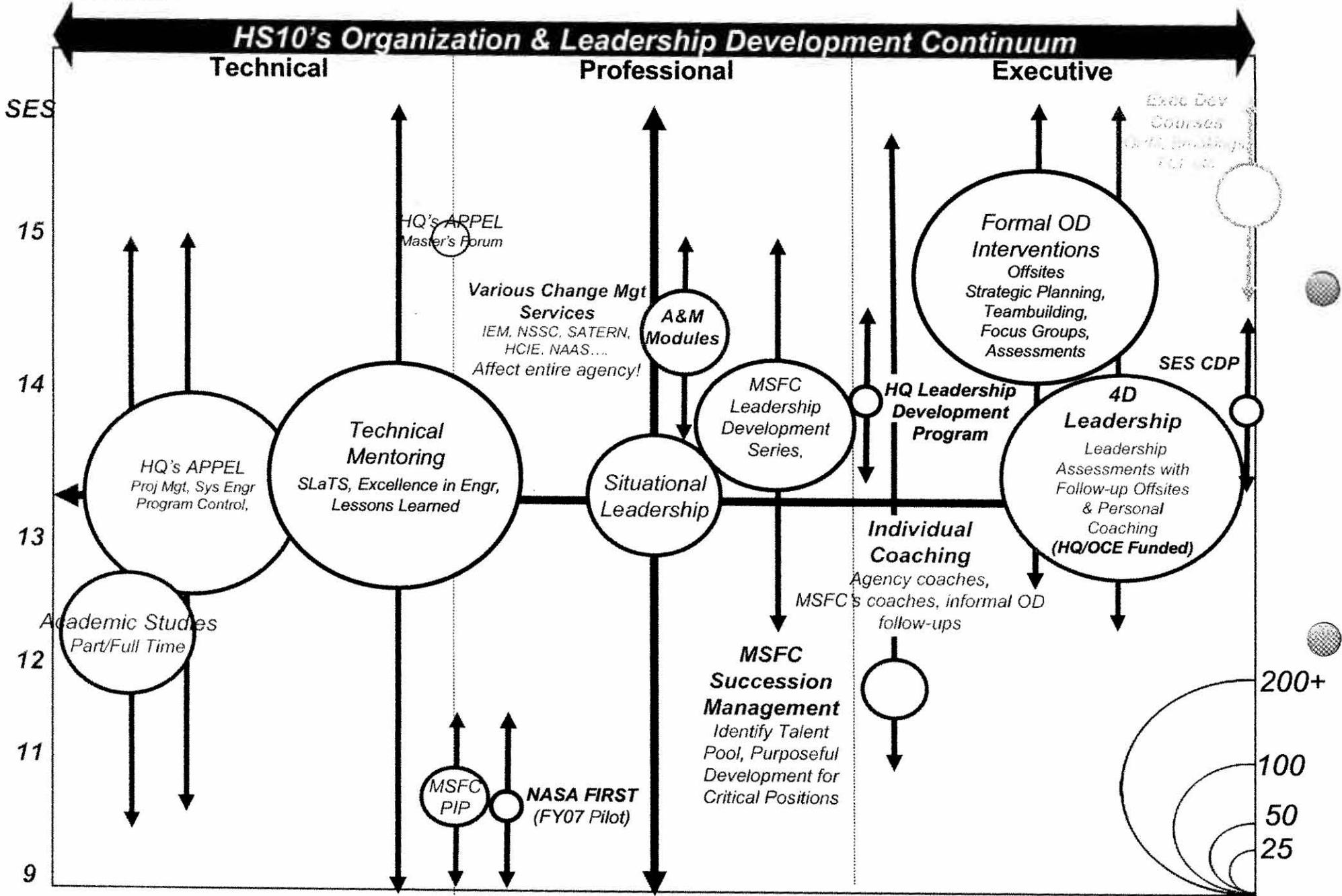
For The Centerwide Office of Human Capital Support Services Contract

Listed by Functional Area

Historical and Background Data
Organization and Leadership Development
HS10/PWS 3.0

ORGANIZATION AND LEADERSHIP DEVELOPMENT

ACTIVITY	TIME PERIOD	BRIEF DESCRIPTION	INSTANCES	AFFECTED EMPLOYEES
Adminstrating Technical Training (APPEL)	FY06 (Through 08/06 for all entries of this table)	Program/Project and Engineering Leadership (APPEL) training sponsored by NASA Headquarters for the benefit of the field Centers. This training is coordinated at MSFC for courses held onsite at MSFC and held offsite at other Centers and designated locations.	Onsite at MSFC – 8	160
			Other Locations - 17	219
Technical Mentoring and Training	FY06	Performing technical mentoring and coaching, designing courses and teaching Space Launch and Transportation Systems (SLaTS) and Lessons Learned	20 Courses Numerous Mentoring Contacts	400
Leadership Development Series	FY06	A leadership development course designed and taught to all levels of leaders and leadership potential employees. It is a 9-day course taught in three segments.	4	100
Formal Organizational Development (OD) Interventions	FY06	OD interventions are conducted with individuals as well as onsite and offsite facilitated focus groups	15	300
Situational Leadership Course	FY06	Leadership training course provided to teach leadership aimed at the proper approach to leadership depending on the particular situation of the leader.	4	89
OHC (Office of Human Capital) in-house developmental courses	FY06	Training courses designed and taught for OHC	5	150
Procurement of External OD Training Courses	FY06	Training courses purchased and administered	2	60
Procurement of OD Materials	FY06	Procurement process applied	N/A	N/A
Change Management Support	FY06	Change management is applied to several areas and initiatives for the Center and the Agency, with IEMP being the largest in scope	N/A	Agency Wide



Vertical Axis is pay scale:
General Schedule 9 – 15, SES

Circle Scale:
Size of circle represents estimate of clients "touched" in FY08

Historical and Background Data
Workforce Strategy and Planning
HS20/PWS 4.0

Competency Management
Utilizing the Competency Management System (CMS) and the Workforce Integrated Management System (WIMS)

Expertise for the Competency Management System (CMS) and the Workforce Integrated Management Systems (WIMS) resides in the Workforce Strategy and Planning Office (HS20). HS20 performs functions as the MSFC CMS Administrator and MSFC WIMS Administrator. The office led the MSFC CMS Team which consisted of Subject Matter Experts across the center coordinating and negotiating with their counterparts across the Agency in the development of the first Workforce Competency Dictionary. HS20 has been asked to participate in all Agency CMS Dictionary Revision activities as a competency subject matter expert. This office also serves as expert and primary liaison between the Center and the service providers for both CMS and WIMS and serves as a voting member of the Configuration Control Board for both systems.

Competency Management is a collection of business processes and tools used to measure and monitor the center's and the Agency's corporate knowledge base. By combining the competencies for employees, positions and program/projects, this data with other related information (Project schedules, mission priorities, and allocated resources) provides insight into the workforce capabilities, which will enable decisions and guidelines for human capital program such as staffing, training, and recruitment initiatives. CMS is primarily a workforce planning tool that facilitates the strategic human capital management of competencies that the Center and the Agency will need for current and future workforce.

The Workforce Integrated Management System is a workforce planning tool that feeds competency data from CMS to plan current year, execution year and out-years (5-year budget horizon) by competency, FTEs, Project WBS, sponsoring and supporting organizations. Both are closely linked and depend on each other to collect workforce data for numerous data calls within the Center and the Agency.

Both operational schedules are tied to the Agency Budget submit. After the Agency submits the Budget to OMB, the Centers reconcile N2 (the NASA Headquarters budget database). This planning data is then used to update workforce planning in WIMS by position and competencies. This information feeds various Agency reports and is used to provide workforce planning data for the center. The WIMS data generates Dataset 5 for CMS which is then used as the official competency gap analysis. Dataset 5 is the workforce needed versus the workforce available. The data is used to generate a gap report based on such human capital factors such as retirement eligible within a competency, high grades versus fresh outs. Data is analyzed and used to identify critical competency needs for the Center.

The Workforce Strategy and Planning Office is responsible for assessing the competency gaps within the center and recommending strategies for closing those gaps. These recommendations are worked with the organizations and program/projects to ascertain the most economical and expedited means of closing the gaps and meeting the workforce needs so as to not disrupt the mission. These recommendations might include realignment actions within a competency to include working with HS10/Organization and Leadership Development, HS40/Training and Incentives, and the center organizations, to develop a Strategic Training Plan to provide training to ensure the individuals are capable performing tasks within a different competency. This information and recommendations

are also the basis for the development of a strategic recruiting plan for the HS30/Academic Affairs Office to ensure the center is targeting the correct competencies for future needs. Recommendations will also drive any hiring needs for the center in critical competency areas and coupled with the phasing plans, determine when how these actions will be phased in the fiscal year.

This information is part of the Agency Strategic Competency Report which helps determine the competencies the Agency prioritizes for hires, corporate recruitment initiatives, buy-outs, and work packages.

During the May timeframe, the Agency Workforce Competency Dictionary is reviewed, and changes are collected, and validated with Center Operational Managers and Agency Functional communities. A revision is released prior to the Agency Budget Submit Cycle.

WIMS data is also used to identify and analyze various points of interest to the Agency Office of Human Capital, such as those individuals affected by project completion or termination.

Workforce phasing plans are worked in coordination with the CFO to analyze various scenarios of budget FTE guidelines and how they impact the workforce during the current years and the budget horizon, as well as the mix between full time permanent and other than full time permanent. Specifically, how do anticipated attritions, buy outs, new hires, and conversion affect the average FTE ceilings in place? Phasing of planned hires to maintain FTE guidelines are projected to be the basis of a prioritized center hiring plan in coordination with HS50/Employee Services and Operations, and the organizations. This is used to track planned workforce actions with actuals to analyze discrepancies and identify areas of concern.

Headcount Allocation is the allocations of positions (bodies) within the organization based on the negotiated FTEs allocated through the project/programs to the supporting organizations. Headcount takes into account the projected mix of full-time permanent employee and other than full time permanent employees to help maintain the recommend ratio. Headcount also provides the means of monitoring the ratio of direct and indirect funded positions to enable the center to remain close to the recommended direct/indirect ratio. Headcount gives the organization the guidelines for which they can hire individuals without going over the FTE ceiling. As changes to the FTEs are made, based on programmatic changes, the headcount allocation is adjusted accordingly. This process also provides the Workforce Strategy and Planning Office a trace of programmatic changes occurring within the Center. This trace provides the ability to track and analyze trends in programmatic changes to help facilitate rapid response to potential human capital intervention in workforce capabilities. This information also feeds the Compliment Report for WIMS planning which ensures that the supporting organization know the limits to which they can plan positions (with competencies) in the current, and 5-year out planning process.

There are approximately 300 workforce competencies defined in the NASA Workforce Competency Dictionary used by CMS. Of the 300 competencies, 142 are identified as the primary competency for the approximately 2550 employees currently at MSFC. This reflects the wide variety of work that is done by MSFC for the Agency and indicates a level complexity for development of strategies around any competency gaps.

Historical and Background Data

Academic Affairs

HS30/PWS 5.0

Academic Affairs Office Historical Data

Educator Resource Center

- **Teacher Workshop Participants – FY2004**
 - Teachers 666
 - Pre-Service teachers 189
 - Number of student contact 652
- **Non-Workshop Contacts (teachers, students and pre-service teachers) - FY04**
 - On-site visits 3,133
 - Off-site visits 141
 - Students taught 91,386
- **Teacher Workshop Participants – FY2005**
 - Teachers 737
 - Pre-Service teachers 214
 - Number of student contact 187
- **Non workshop contacts (teachers, students and pre-service teachers) - FY05**
 - On-site visits 1,341
 - Off-site visits 134
 - Students taught 332,027

Undergraduate Student Researcher Program

- Participants (FY2004) 36
- Participants (FY2005) 48

Graduate Student Researchers Program

- Participants (FY2004) 47
- Participants (FY2005) 29

NASA Summer Faculty Research Opportunities (NSFRO)

- Participants (FY2004) 41
- Participants (FY2005) 21

The Great Moonbuggy Race

FY2004

Number of NASA Civil Servants involved :

	<u>Total</u>
Administrative	4
Astronauts	0
Audio/Video Specialists	3
Computer Specialists	0
Education Specialists	7
Engineers	75
ERC Staff	3
On-line Resources Specialists	0
Pilots	0
Program/Project Managers	5
Scientists	77
Support Staff	7
University Affairs Officers	0
Total NASA Civil Servants:	181

Participant Counts Information

A. DIRECT PARTICIPANTS:

1. Teachers:

	Physical Presence Number	Distance Learning Number
ENTER THE TOTAL NUMBER OF ALL K-12 AND IN-SERVICE TEACHERS:	45	0

	Physical Presence Number	Distance Learning Number
Teachers teaching grades K-4:	0	0
Teachers teaching grades 5-8:	0	0
Teachers teaching grades 9-12:	52	0
In-Service Teachers:	0	0

2. Higher Education Faculty:

	Physical Presence Number	Distance Learning Number
Community College:	1	0
4 year undergraduate:	40	0

4 year undergraduate/graduate:	0	0
Total Faculty:	41	0

3. Students:

	Physical Presence Number	Distance Learning Number
K-4:	0	0
5-8:	0	0
9-12:	395	0
Community College:	6	0
4 year undergraduate:	192	0
4 year undergraduate/graduate:	0	0
*Pre-Service Teachers:	0	0
Post Doctoral:	0	0
Total Students:	593	0

**The "Preservice Teachers" are not included in any totals. It is assumed that these participants will be reported under some other category e.g. 'Undergraduate Students'.*

4. Additional Participants:

	Physical Presence Number	Distance Learning Number
Administrators:	56	0
Civic Group:	5	0
Education Specialists:	5	0
Parents:	60	0
Professional:	40	0
Other:	4	0
Total Additional Participants:	170	0

B. EDUCATION OUTREACH/ANONYMOUS PARTICIPANTS:

1. Education Community:

	Anonymous	
	Physical Presence (number)	Distance Learning (number)
K-12 Teachers	0	0
K-12 Students	0	0
Higher Ed Faculty	0	0
Higher Ed Students	0	0
Other (Administrators and Parents for example)	0	0
Total Education Community:	0	0

2. General Public/Informational Outreach:

	Participants (number)
Conferences/conventions, museums/booths	10000
Estimated Newspaper/Magazine Audiences	1,088,694
Estimated TV/Radio Broadcast Audiences	8,124,500
Estimated CD-Rom Users	0
Web Audiences: Unique IP Addresses (*not included in totals below)	19,048
Other:	0
Total General/Outreach:	9,223,194

FY2005

Number of NASA Civil Servants involved :

	<u>Total</u>
Administrative	4
Astronauts	0
Audio/Video Specialists	0
Computer Specialists	0
Education Specialists	0
Engineers	300
ERC Staff	0
On-line Resources Specialists	0
Pilots	0
Program/Project Managers	1
Scientists	150
Support Staff	1
University Affairs Officers	1
Total NASA Civil Servants:	457

Participant Counts Information

A. DIRECT PARTICIPANTS:

1. Teachers:

	Physical Presence Number	Distance Learning Number
ENTER THE TOTAL NUMBER OF ALL K-12 AND IN-SERVICE TEACHERS:	90	0

	Physical Presence Number	Distance Learning Number
Teachers teaching grades K-4:	0	0
Teachers teaching grades 5-8:	0	0
Teachers teaching grades 9-12:	100	0
In-Service Teachers:	0	0

2. Higher Education Faculty:

	Physical Presence Number	Distance Learning Number
Community College:	0	0
4 year undergraduate:	92	0
4 year undergraduate/graduate:	0	0
Total Faculty:	92	0

3. Students:

	Physical Presence Number	Distance Learning Number
K-4:	0	0
5-8:	0	0
9-12:	678	0
Community College:	0	0
4 year undergraduate:	483	0
4 year undergraduate/graduate:	0	0
*Pre-Service Teachers:	0	0
Post Doctoral:	0	0
Total Students:	1,161	0

**The "Preservice Teachers" are not included in any totals. It is assumed that these participants will be reported under some other category e.g. 'Undergraduate Students'.*

4. Additional Participants:

	Physical Presence Number	Distance Learning Number
Administrators:	74	0
Civic Group:	8	0
Education Specialists:	5	0
Parents:	95	0
Professional:	74	0
Other:	13	0
Total Additional Participants:	269	0

B. EDUCATION OUTREACH/ANONYMOUS PARTICIPANTS:

1. Education Community:

	Anonymous	
	Physical Presence (number)	Distance Learning (number)
K-12 Teachers	0	0
K-12 Students	0	0
Higher Ed Faculty	0	0
Higher Ed Students	0	0
Other (Administrators and Parents)	0	0
Total Education Community:	0	0

2. General Public/Informational Outreach:

	Participants (number)
Conferences/conventions, museums/booths	2000
Estimated Newspaper/Magazine Audiences	587,489
Estimated TV/Radio Broadcast Audiences	99,896,240
Estimated CD-Rom Users	0
Web Audiences: Unique IP Addresses (*not included in totals below)	78,261
Other:	0
Total General/Outreach:	100,485,729

NASA Engineering Design Challenges

FY2004

Number of NASA Civil Servants involved :

	<u>Total</u>
Administrative	0
Astronauts	0
Audio/Video Specialists	0
Computer Specialists	0
Education Specialists	1
Engineers	11
ERC Staff	0
On-line Resources Specialists	0
Pilots	0
Program/Project Managers	0
Scientists	0
Support Staff	1
University Affairs Officers	0
Total NASA Civil Servants:	13

Participant Counts Information

A. DIRECT PARTICIPANTS:

1. Teachers:

	Physical Presence Number	Distance Learning Number
ENTER THE TOTAL NUMBER OF ALL K-12 AND IN-SERVICE TEACHERS:	430	72

	Physical Presence Number	Distance Learning Number
Teachers teaching grades K-4:	15	0
Teachers teaching grades 5-8:	267	0
Teachers teaching grades 9-12:	132	0
In-Service Teachers:	13	0

2. Higher Education Faculty:

	Physical Presence Number	Distance Learning Number
Community College:	0	0
4 year undergraduate:	0	0

4 year undergraduate/graduate:	5	0
Total Faculty:	5	0

3. Students:

	Physical Presence Number	Distance Learning Number
K-4:	0	0
5-8:	99	0
9-12:	58	0
Community College:	0	0
4 year undergraduate:	13	0
4 year undergraduate/graduate:	0	0
*Pre-Service Teachers:	0	0
Post Doctoral:	0	0
Total Students:	170	0

**The "Preservice Teachers" are not included in any totals. It is assumed that these participants will be reported under some other category e.g. 'Undergraduate Students'.*

4. Additional Participants:

	Physical Presence Number	Distance Learning Number
Administrators:	7	0
Civic Group:	0	0
Education Specialists:	3	0
Parents:	6	0
Professional:	113	0
Other:	0	0
Total Additional Participants:	129	0

B. EDUCATION OUTREACH/ANONYMOUS PARTICIPANTS:

1. Education Community:

	Anonymous	
	Physical Presence (number)	Distance Learning (number)
K-12 Teachers	99	0
K-12 Students	506	0
Higher Ed Faculty	0	0
Higher Ed Students	0	0
Other (Administrators and Parents)	2	0
Total Education Community:	607	0

2. General Public/Informational Outreach:

	Participants (number)
Conferences/conventions, museums/booths	210
Estimated Newspaper/Magazine Audiences	0
Estimated TV/Radio Broadcast Audiences	2
Estimated CD-Rom Users	0
Web Audiences: Unique IP Addresses (*not included in totals below)	0
Other:	0
Total General/Outreach:	212

FY2005

Number of NASA Civil Servants involved :

	<u>Total</u>
Administrative	3
Astronauts	0
Audio/Video Specialists	0
Computer Specialists	0
Education Specialists	0
Engineers	0
ERC Staff	0
On-line Resources Specialists	0
Pilots	0
Program/Project Managers	0
Scientists	0
Support Staff	0
University Affairs Officers	0
Total NASA Civil Servants:	3

Participant Counts Information

A. DIRECT PARTICIPANTS:

1. Teachers:

	Physical Presence Number	Distance Learning Number
ENTER THE TOTAL NUMBER OF ALL K-12 AND IN-SERVICE TEACHERS:	28	0

	Physical Presence Number	Distance Learning Number
Teachers teaching grades K-4:	59	0
Teachers teaching grades 5-8:	307	0
Teachers teaching grades 9-12:	78	0
In-Service Teachers:	19	0

2. Higher Education Faculty:

	Physical Presence Number	Distance Learning Number
Community College:	0	0
4 year undergraduate:	0	0
4 year undergraduate/graduate:	0	0
Total Faculty:	0	0

3. Students:

	Physical Presence Number	Distance Learning Number
K-4:	0	0
5-8:	0	30
9-12:	0	0
Community College:	0	0
4 year undergraduate:	0	0
4 year undergraduate/graduate:	0	0
*Pre-Service Teachers:	15	0
Post Doctoral:	0	0
Total Students:	0	30

**The "Preservice Teachers" are not included in any totals. It is assumed that these participants will be reported under some other category e.g. 'Undergraduate Students'.*

4. Additional Participants:

	Physical Presence Number	Distance Learning Number
Administrators:	0	0
Civic Group:	0	0
Education Specialists:	12	0
Parents:	0	0
Professional:	5	0
Other:	0	0

Total Additional Participants: 17 0

B. EDUCATION OUTREACH/ANONYMOUS PARTICIPANTS:

1. Education Community:

	Anonymous	
	Physical Presence (number)	Distance Learning (number)
K-12 Teachers	25	0
K-12 Students	125	0
Higher Ed Faculty	6	0
Higher Ed Students	0	0
Other (Administrators and Parents)	4	0
Total Education Community:	160	0

2. General Public/Informational Outreach:

	Participants (number)
Conferences/conventions, museums/booths	80
Estimated Newspaper/Magazine Audiences	0
Estimated TV/Radio Broadcast Audiences	0
Estimated CD-Rom Users	0
Web Audiences: Unique IP Addresses (*not included in totals below)	0
Other:	0
Total General/Outreach:	80

Student Launch Initiative

- Grades 9-12 Participants (FY2004) 27
- Higher Education Participants (FY2004) 2

FY2005

Number of NASA Civil Servants involved :

	<u>Total</u>
Administrative	1
Astronauts	0
Audio/Video Specialists	0
Computer Specialists	0
Education Specialists	0
Engineers	12
ERC Staff	0
On-line Resources Specialists	0
Pilots	0
Program/Project Managers	3
Scientists	3
Support Staff	0
University Affairs Officers	0
Total NASA Civil Servants:	19

Participant Counts Information

A. DIRECT PARTICIPANTS:

1. Teachers:

	Physical Presence Number	Distance Learning Number
ENTER THE TOTAL NUMBER OF ALL K-12 AND IN-SERVICE TEACHERS:	213	9

	Physical Presence Number	Distance Learning Number
Teachers teaching grades K-4:	20	0
Teachers teaching grades 5-8:	143	0
Teachers teaching grades 9-12:	50	9
In-Service Teachers:	0	0

2. Higher Education Faculty:

	Physical Presence	Distance Learning

	Number	Number
Community College:	0	0
4 year undergraduate:	0	0
4 year undergraduate/graduate:	0	0
Total Faculty:	0	0

3. Students:

	Physical Presence Number	Distance Learning Number
K-4:	0	0
5-8:	67	0
9-12:	175	0
Community College:	0	0
4 year undergraduate:	0	0
4 year undergraduate/graduate:	0	0
*Pre-Service Teachers:	12	0
Post Doctoral:	0	0
Total Students:	242	0

**The "Preservice Teachers" are not included in any totals. It is assumed that these participants will be reported under some other category e.g. 'Undergraduate Students'.*

4. Additional Participants:

	Physical Presence Number	Distance Learning Number
Administrators:	3	0
Civic Group:	1	0
Education Specialists:	4	0
Parents:	8	0
Professional:	6	0
Other:	0	0
Total Additional Participants:	22	0

B. EDUCATION OUTREACH/ANONYMOUS PARTICIPANTS:

1. Education Community:

	Anonymous	
	Physical Presence (number)	Distance Learning (number)
K-12 Teachers	142	0
K-12 Students	35	0
Higher Ed Faculty	2	0
Higher Ed Students	18	0