

AMENDMENT OF SOLICITATION/MODIFICATION OF CONTRACT				1. CONTRACT ID CODE	PAGE OF PAGES 1 of 22
2. AMENDMENT/MODIFICATION NO. 01	3. EFFECTIVE DATE See Block 16C	4. REQUISITION/PURCHASE REQ. NO.	5. PROJECT NO. (If applicable)		
6. ISSUED BY CODE U.S. Department of Labor ETA Office of Youth Services and Job Corps 61 Forsyth Street, SW, Room 6T95 Atlanta, Georgia 30303		7. ADMINISTERED BY (If other than Item 6) CODE			
8. NAME AND ADDRESS OF CONTRACTOR (No., street, county, State and ZIP Code) POTENTIAL OFFERORS - FOR THE BRUNSWICK JOB CORPS CENTER FOR CENTER OPERATIONS, AND CAREER TRANSITION SERVICES				9A. AMENDMENT OF SOLICITATION NO. <b>94020000</b>	
				9B. DATED (SEE ITEM 11) <b>March 7, 2003</b>	
				10A. MODIFICATION OF CONTRACT/ORDER NO.	
CODE				10B. DATED (SEE ITEM 13)	
FACILITY CODE					

11. THIS ITEM ONLY APPLIES TO AMENDMENTS OF SOLICITATIONS

The above numbered solicitation is amended as set forth in Item 14. The hour and date specified for receipt of Offers  is extended  is not extended  
Offers must acknowledge receipt of this amendment prior to the hour and date specified in the solicitation or as amended, by one of the following methods:  
(a) By completing Items 8 and 15, and returning \_\_\_\_\_ copies of the amendment;  (b) by acknowledging receipt of this amendment on each copy of the offer submitted; or  
(c) by separate letter or telegram which includes a reference to the solicitation and amendment numbers. FAILURE OF YOUR ACKNOWLEDGMENT TO BE RECEIVED AT THE PLACE DESIGNATED FOR THE RECEIPT OF OFFERS PRIOR TO THE HOUR AND DATE SPECIFIED MAY RESULT IN REJECTION OF YOUR OFFER. If by virtue of this amendment you desire to change an offer already submitted, such change may be made by telegram or letter, provided each telegram or letter makes reference to the solicitation and this amendment, and is received prior to the opening hour and date specified.

12. ACCOUNTING AND APPROPRIATION DATE (If required) - **Not Applicable**

13. THIS ITEM APPLIES ONLY TO MODIFICATIONS OF CONTRACTS/ORDERS, IT MODIFIES THE CONTRACT/ORDER NO. AS DESCRIBED IN ITEM 14.

( )	A. THIS CHANGE ORDER IS ISSUED PURSUANT TO: (Specify authority) THE CHANGES SET FORTH IN ITEM 14 ARE MADE IN THE CONTRACT ORDER NO. IN ITEM 10A.
	B. THE ABOVE NUMBERED CONTRACT/ORDER IS MODIFIED TO REFLECT THE ADMINISTRATIVE CHANGES (such as changes in paying office) SET FORTH IN ITEM 14, PURSUANT TO THE AUTHORITY OF FAR 43.103(b).
	C. THIS SUPPLEMENTAL AGREEMENT IS ENTERED INTO PURSUANT TO AUTHORITY OF:
	D. OTHER (Specify type of modification and authority)

E. **IMPORTANT:** Contractor  is not, is required to sign this document and return **N/A** copies to the issuing office.

14. DESCRIPTION OF AMENDMENT/MODIFICATION (Organized by UCF section headings, including solicitation/contract subject matter where feasible.)

1. This amendment is issued to amend the RFP, provide potential offerors the questions and responses and other pertinent information from the Pre-Proposal conference held March 19, 2003. All potential offerors not in attendance at the Pre-proposal conference who require copies of the attachments, or diskette to this amendment must request this information in writing to the Contracting Officer.

<u>Remove</u>	<u>Replace</u>	<u>Comments</u>
Section C, page 8	page 8	New Female Drom changed to read <u>Female Dorm</u> .
Section C, page 13	page 13	Under Vocational Offerings Landscaping changed to <u>Landscaping</u> .
Section F, page 24	page 24	Transition period December 1, 2004 changed to <u>December 1, 2003</u> .
Section J, page 84	page 84	Changed Lansdscaping to <u>Landscaping</u> .
Section J, page 97	page 97	Removed specific point of contact.
Section J, page 106	page 106	“evel of effort” changed to “Level of effort”.
Section J, page 113	page 113	RDGRAM #5 is final.
Section J-26, page 118-124	Pages 118-124	Staff Compensation Table.
Section L- page 144	page 144	Section L, item L.5 Submission of Proposals renumbered to L.6.
Section L- page 148	page 148	CDP question 11 has been eliminated.
Section L- page 152	page 152	Sub contracting Plan goals have been modified.

Except as provided herein, all terms and conditions of the document referenced in Item 9A or 10A, as heretofore changed, remains unchanged and in full force and effect

15A. NAME AND TITLE OF SIGNER (Type or Print)		16A. NAME AND TITLE OF CONTRACTING OFFICER (Type or print) D. E. SCOTT, CONTRACTING OFFICER	
15B. CONTRACTOR/OFFEROR	15C. Date Signed	16B. UNITED STATES OF AMERICA BY	16C. Date Signed
(Signature of person authorized to sign)		(Signature of Contracting Officer)	

2. The government brought the following to the attention of the attendees:

Page Number	Point of Reference
	The Participants were advised by the Contracting Officer that he is seeking a potential prospective contractor with the required resources and the capacity to delivery quality services and enhance contractual outcomes at the Brunswick Job Corps Center within one year. Brunswick Job Corps is a back page center. If currently operating a challenged center, be clear on what is being done with that center and the plans for this center.
3 & 15	Post-Center Career Transition Services will be provided to all students returning to this area regardless of the Job Corps Center they attended.
30	When setting the G&A ceiling rate use it in the Cost Proposal.
50	Read and re-read required clauses for clarity and understanding.
52	The GAP was handed out as information and is presently undergoing revisions. The Region is oversubscribed in Outreach and Admissions (OA). This contract does not have admission requirements.
J-23	Career Development Service Plan does not add requirements to the RFP just provides regional guidance.
J-25	RD Grams included are technical assistance from Regional office from the Regional Director's perspective.
J-25	Read RD Gram # 6 –High School Diplomas – Not all are created equal
158	Item #9 is a new requirement that requires specific items in Section G be completed. Provide the information on disk, and as part of the BMP separately tabbed.
163	Points possible for the proposal. This Region chose to emphasize Career Transitional Services. Find out what you can about case management as a concept. Website and books are available on the subject.
165-166	It is permissible to bid temporary Center Director who will be in place until things get fixed. It is not preferable but not unacceptable, not ideal.

A review of the RFP noted the following errors, omissions, changes and questions:

Questions

1	Are there any approved plans to rehab or build a new residential facility for male student	There are plans currently, at least 2 years from completion.
2	Can we obtain a copy of the current year VST Plan, and a copy of the next program years VST plan?	No. Copies of the current VST plans will not be provided. The new operator will submit his/her own VST plan(s).
3	Can we obtain demographic data on student population such as Race, gender	See attached CAS020RR report dated 3/27/03.
4	Can we obtain data where students are recruited?	85% or better must be from the state of Georgia. A substantial portion of the student population is from Florida. See the GAP.

5	The RFP requires that the BMP be submitted in writing and on 3.5 floppy in EXCEL. Is it acceptable to submit the staffing chart in Microsoft word?	All cost information must be submitted in EXCEL as well as the staffing chart in the BMP Attachment J-5.
6	Subcontracting plan-will the category "Disabled Veteran-Owned Small Business" be a required subcontract goal? If so, what is the goal that must be met?	The Sub-Contract Plan goals have been revised please see page 152 attached.
7	Page 161. Does the limit on presenters (5) include a technician? Or can a technician be present and not counted in the limit if they do not make any part of the presentation?	The Oral Presentation is limited to 5 individuals. This includes the technician and all other individuals on the team.
8	Page 145. Is the page limit for this proposal 140?	Yes. The page limit is 140 pages as follows; 100 for Center & 40 for CTS. This is the upper page limit.
9	L.5.A Number of copies: Technical Proposal 5 copies. Does that mean original plus 4 copies or original plus 5 copies	L. 5 Submission of proposal changed to item L6. Offeror should submit 1 Original plus 4 copies a total of 5 documents for the Technical proposal.
10	(pg 148) Duplication of Q, 1.d. (7) and 1.d. (11)	Question 11 in Section L page 148 is eliminated. Please refer to the revised page 148.
11	Is CTS part of the one (1) hour oral presentation?	The oral presentation is on Management Capability & Understanding of all the Work to be done. Please refer to specific Instructions-Step 2 Oral Presentation, page 160.
12	<p>Page # 145:</p> <p>1. The number of pages allocated for the Staffing Resources Proposal is 10 which is to include narrative detailing what efforts the contractor will make to develop, retain and reward staff as well as the various incentive plans. However, for this procurement, an additional narrative is required (a narrative of services provided to the center by the offeror funded through G&amp;A along with the plan for doing so). Will the page limit be increased or will this narrative be exempt from the page limit?</p> <p>2. Mr. Scott indicated that the total of 140 pages would be allocated although the section on Admissions is not included in this contract. Question: Is it permissible for the contractor to use some of those 40 pages for the Center Ops technical proposal, or are they to be strictly allocated for OA/CTS?</p>	<p>1. No, the page limit is not increased. The page limit for staffing resources proposal is 10 pages. Please refer to Section L pages 150 &amp; 151 for specific instructions.</p> <p>2. The page limit is 140 pages; 100 pages for Center and 40 pages for CTS. Please note the 40 pages for CTS is the upper limit. Each section should be tabbed separately to facilitated the page count.</p>

13	Section L.5.B.d. Career Development period (CDP) item (5) discusses possible changes to the vocational mix if warranted. Our question is as follow: if the offeror proposes a differing vocational mix, does the offeror cost the trades listed within the solicitation first and then provide costing for other trades as <u>alternates</u> in place of the vocational trades (s); or does the offeror initially propose the trades they desire to be taught ignoring the vocational mix within the solicitation.	The offeror should propose the trades they desire and provide a cost for the trades proposed.
14	Is the Brunswick JCC being designated as a Historically Poor Performing Center?	No. Brunswick JCC is not designated a Historically Poor Performing Center. It is, however currently performing poorly.

6. All benefits residential students receive, except as noted herein.

Nonresidential students shall be considered to be in the performance of duty as Federal employees from the time they physically arrive at any scheduled center activity or program until they leave such activity or program.

Nonresidential students will come from within a 35 mile radius of the Center. **N/A**

D. Governing Regulations, Handbooks

The Job Corps Policy and Requirements Handbook (hereinafter referred to as the PRH) has been developed to include all mandatory program requirements in one document and is hereby incorporated into this contract by reference. The total Job Corps program is defined in the Code of Federal Regulations, Title 20 - Labor, Subtitle A - Office of the Secretary of Labor, Part 670. The contractor shall follow the PRH, the Regulations, and all other requirements established in this contract. The PRH is available at <http://wdsc.doleta.gov/jobcorps>

E. Vocational Offerings by National Office Contractors

A portion of the vocational training offered in this program may be training implemented under separate contracts between the U.S. Department of Labor and one or more national training contractors under the terms and conditions specified in the Memorandum of Understanding shown in the PRH as Appendix 303.

**C.2 SITE**

The Brunswick Job Corps Center is located near the City Glynn, County State of Georgia. The property consists of approximately 30, acres of land with improvements.

The entire center consists of 16 buildings which include:

<b>Main building</b>	<b>Vocational Storage</b>
<b>Paint Spray</b>	<b>Welding Shop</b>
<b>Physical Fitness Center</b>	<b>Horticultural Storage</b>
<b>Well/Pump House</b>	<b>Atrium</b>
<b>Horticultural Vocation Classroom</b>	<b>Reception/Security</b>
<b>Greenhouse</b>	<b>Paint Vocation &amp; VST Storage</b>
<b>Horticultural Training</b>	<b>New Vocation (HVAV/AutoBody)</b>
<b>New Vocation (Cpntry./Plumbg)(Under const)</b>	<b>Female Dorm</b>

**Other Structures: Recreation Pavilion, Paint Storage, Vocation Pavilion**

**13. Vocational Training:** The contractor shall provide individualized competency-based vocational training for students. Training shall provide students with the skills required for entry-level employment in specific careers approved by the Department of Labor. Specific requirements for vocational training are listed in PRH, 3.13.

The following vocational programs are currently offered at the center:

Vocational Offerings	Training Slots	
	On Center	Off Center
<b>Business Technology</b>	60	
<b>Culinary</b>	20	
<b>Welding</b>	24	
<b>Auto Body</b>	20	
<b>Health Occupations</b>	60	
<b>HVAC</b>	24	
<b>*Painting</b>	24	
<b>Computer Specialist</b>	20	
<b>*Landscaping</b>	24	
<b>*Electrical</b>	24	
<b>*Plumbing</b>	24	
<b>*Facility Maintenance</b>	24	
<b>Advanced Career Training</b>	0	10
<b>Medical Assistant</b>	20	
<b>Totals</b>	<b>368</b>	<b>10</b>

\*Indicates programs offered by Home Builder Institute National Training Contractors

**14. Advanced Career Training** ( is  is not applicable to this contract): The contractor shall provide advanced career training through enrollment in post-secondary institutions to students who demonstrate the potential to successfully participate in higher education. The program shall meet all the requirements of PRH, 3.14.

**SECTION F. DELIVERIES OR PERFORMANCE**

**F.1 TYPE OF CONTRACT**

A. This is a **Cost Plus Incentive Fee** Contract.

**F.2 PERIOD OF PERFORMANCE**

A. The term of the contract is for a base period of 2 years with three 1-year option periods. The contractor shall operate the Brunswick Center located in Brunswick, Georgia, during the period of January 1, 2004 through December 31, 2005, and if appropriate, shall perform necessary functions related to a transition period for assuming responsibility for the operation of the Center for the month of December 1, 2003

B. Input Schedule:  Applicable  Not Applicable

Annual Arrival by Month			
Month	Male	Female	Total
January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			
<b>Total:</b>			

**VOCATIONAL SKILLS TRAINING (VST)**

The following vocational training programs qualify for VST funding at the \$750 per training slot per year:

<b>Vocational Training Program</b>	<b>Training Slots</b>
<b>*Electrical</b>	<b>24</b>
<b>*Plumbing</b>	<b>24</b>
<b>*Painting</b>	<b>24</b>
<b>*Landscaping</b>	<b>24</b>
<b>*Facility Maintenance</b>	<b>24</b>
<b>Welding</b>	<b>24</b>
<b>HVAC</b>	<b>24</b>
<b>Total</b>	<b>168</b>

\* Training provided by Home Builders Institute

\*\*Training provided by National Training Contractors

**Brunswick Job Corps Center  
Zone of Influence**

<b>Appling</b>	<b>Atkinson</b>	<b>Bacon</b>	<b>Brantley</b>	<b>Camden</b>	<b>Charlton</b>
31513	31624	31510	31542	31548	31537
31515	31642		31543	31558	31562
31563	31650		31553	31569	31646
			31566		
<b>Clinch</b>	<b>Echols</b>	<b>Glynn</b>	<b>Lanier</b>	<b>Liberty</b>	<b>Long</b>
31623	31648	31521	31635	31301	31316
31630		31522	31649	31309	
31631		31523		31310	
31634		31524		31313	
		31525		31314	
		31527		31315	
		31561		31320	
				31323	
				31333	
<b>McIntosh</b>	<b>Pierce</b>	<b>Ware</b>	<b>Wayne</b>		
31304	31516	31501	31545		
31305	31518	31502	31546		
31319	31551	31503	31555		
31327	31556	31550	31560		
31331	31557	31552	31598		
		31564	31599		

RDGRAM #2 Continued

Staff training isn't, itself, staffed. No one has a realistic chance of freeing themselves up to actually provide the training or attending it.

Training is rarely scheduled outside the holiday break periods.

There's no system for making up missed training.

There's no tracking of training. Is there a list of who is supposed to have what training annually, quarterly and monthly and can it be easily determined at any time what staff still need what training? There are lots of user-friendly computer applications to help you do this.

There's no training course outline of what will be taught. Lesson plans would be nice but a simple course outline would at least insure trainers knew what needed to be covered.

There are concrete expectations of learning. At least in our most important training sessions, shouldn't there a way to tell who actually learned what was taught? Maybe its just the old school teacher coming out in me but in most training I do I, at a minimum, give a pretest to at least get folks attention and demonstrate to them they really do need the training. For most staff training, however, staff could be told what expectations management has for those who have had the training. I try to make this clear in my training of my staff. "With knowledge," I tell them, "comes responsibility."

Staff performance management. Every center operator has a performance management system and some are quite good. Here are some things to check:

Are staff performance standards tailored not just to "Level of effort" but to specific outcomes as well? Are they tailored to the exact position being filled? We see a lot of level of effort standards (e.g. comes to work on time, interacts well with students, etc.) And some across the board outcomes (e.g. the center maintains 100% OBS) but very often the reading teacher's standards, for instance, do not relate to the percentage or number of students they move through the reading program into GED. Vocational instructors could have standards which relate to their outcomes as reported in the VES 10. If statistical outcomes *are* included in the standard, they should be closely related to the staff's work so that staff can see how what they do directly affects that outcome.

Are the incentives given meaningful? Not only must the goals in standards be attainable through individual and group effort, they must be worth the extra effort a staff might have to make to get them. And we can say that staff can be rewarded in ways other than their pocketbook, and they can, but money talks. Contract center operators can design their appraisal and incentive system a number of inventive ways but the bottom line should be that extra effort and star performance are significantly rewarded.

**RDGRAM**

#5

**Schools and Job Corps Centers**

One of the issues that has come up on several center assessments is when I or some member of my staff remarks that the center looks and feels more like a school than a Job Corps Center. What do we mean by that and why is that not necessarily a good thing?

As a former teacher, I love good schools. They have, as their primary thrust, educating their students and I find good schools energizing to be involved with. They maintain the life's blood of this country and without their precious work, we would fail as a society. But rarely are schools seen as a workplace for anyone but the staff. Students in schools see "work" as something that comes after they graduate from school. What they do in school is called "learning."

Clearly, then, if you have been involved with Job Corps for a while, you know the difference. We want our students to dress and behave as if they were in a workplace – working. That their actual job is learning does not make Job Corps the same as a school. Everything we do with students and for students is preparing them, in a holistic way, to become independent citizens. Job Corps is not just "the next step" in their education, it is a whole series of steps, made at the same time, to create a worker with a career and a future who may, or may not elect additional training, but who is ready to function in the workplace and is firmly attached to the labor market. So dedicated are we to that attachment that we continue to provide services to our students for a period of time that usually exceeds the time we served them while they were still on center. In case you haven't noticed, the Career Transition Period is very often longer than both the Career Development Period and Career Preparation Periods combined.

So I think that we, as DOL and center staff, understand the difference between schools and JCC's but do our students? They do if we set clear expectations regarding how they spend their time and how they do what they do.

What signals are we sending now? Students who sag their pants, wear the hippest big leg shorts and have their shirttails out are clearly "in" in the school setting but are "out" in the workplace. Students who hang all over each other in intimate embraces between classes are emulating what they did in school but will not be able to do this in a workplace. And who would hire a person who screams loudly across their workplace during the workday or uses vulgar language any time?

**Brunswick Staff Compensation Plan**

**Provided as an Excel attachment to Amendment #1.  
A diskette will be mailed to all pre-proposal conference attendees  
and will be provide upon written request.**

#### F. Signature Requirements; Proposal Preparation Costs

The SF 33 Face Page of this solicitation and all other documents requiring signature must be signed by an official authorized to bind the offeror. This solicitation does not commit the Government to pay any costs incurred in the submission of proposals or for studies or designs for the preparation thereof, nor to contract for the article or services. It is also brought to your attention that the Contracting Officer is the only individual who can legally commit the government to the expenditure of funds in connection with this procurement.

#### G. Reference Material

The Policy and Requirements Handbook can be downloaded from the Job Corps web site at <http://wdsc.doleta.gov/jobcorps/>. Copies of the Job Corps regulations and 48 CFR Chapters 1 and 29 are available through the Government Printing Office.

#### H. Requests for Equipment/Facility/Utilities Information

Materials, as indicated in Section J, will be available at the Pre-proposal Conference.

### **L.6 SUBMISSION OF PROPOSALS**

#### A. General

The government will use a two-step process for submission of proposals. Initial proposals will be submitted in written format, as described below. In accordance with FAR 52.215-1, award may be made on the basis of initial proposals.

In the event that the government determines that discussions with offerors are necessary, a competitive range will be established. Offerors determined to be within the competitive range will be required to make an oral presentation, as described in Section L.5.C, below.

#### Initial Proposal Submission

Proposals submitted in response to this RFP shall include a transmittal letter and the sections listed below. The transmittal letter shall identify the solicitation number, the name of the firm submitting the proposal, the proposal sections and any other materials that are attached, and shall include the Dunns Number. Further, the transmittal letter shall indicate which, if any, of the government provided equipment will be needed for the offeror's oral presentation (see section C. Specific instructions – Step Two: Oral Presentation item 2)

**d. Career Development Period (CDP)**

By responding to the following questions, describe how career development services will be delivered to enable students to find good jobs and remain connected to the labor market.

- 1) How will you tailor the delivery of Career Development Services to meet each student's individual needs?
- 2) How will you use Personal Career Development Plans PCDPs to evaluate student progress and provide feedback to students?
- 3) What curricula will be used in training and how will it be integrated to focus on employability and job readiness? Explain why the curricula was chosen.
- 4) How will you provide opportunities for students to earn High School Diplomas?
- 5) How will you ensure that the vocations offered provide students with skills that are relevant to employment opportunities in today's labor market? What changes, if any, do you propose in the vocational mix and why?
- 6) What systems and methods will you use to develop student self-management, community and independent living skills?
- 7) How will the counseling and student conduct systems support student retention and successful program completion?
- 8) What strategies and resources will you use to promote quality placement of graduates?
- 9) What methods will you use to encourage graduates to obtain both academic and vocational credentials prior to graduation?
- 10) How will you ensure a smooth and successful transition for students from CDP to the Career Transition Period?

months prior to the proposal submission date.

- (b) The offeror shall instruct the respondent of the Questionnaire to forward the completed questionnaire to the address identified on the face sheet of the Past Experience Confirmation Questionnaire.
- (c) The offeror will prepare and submit a Relevant/Transferable Skills Matrix (See Section J). The matrix should be prepared in such a manner as to allow for the matching and evaluation of the relevant and transferable skills identified on the offeror's list of contracts (see B1 above).

***These documents will be used to assess and evaluate the offeror's skills and experiences that are relevant/transferable to the scope, complexity and content of the requirements of the Job Corps procurement.***

#### **4. Subcontracting Plan (Does not apply to Small Businesses)**

Submit a subcontracting plan prepared in accordance with FAR Clause 52.219-9. The plan must separately address subcontracting with 1) small business, 2) small disadvantaged business (*this includes 8(a) businesses*), 3) women-owned small business, 4) HUBZone concerns, and 5) Service Disabled veteran-owned small business (*this includes veteran owned small businesses*). For purposes of this procurement, the NAICS Code is 561210. Offerors are considered small businesses if their annual sales or receipts for the preceding three (3) years do not exceed \$23.0 million.

The contractor shall determine the dollar value of services to be subcontracted. Of that amount, the contractor must, at a minimum, award subcontracts so as to achieve the following goals:

Small Businesses	23%
Small Disadvantaged Businesses ( <i>this includes 8(a) businesses</i> )	5%
Women Owned Small Businesses	5%
HUBZone Small Businesses	3%
Service Disabled Veteran Owned Small Businesses ( <i>this includes veteran owned small businesses</i> )	3%

It should be noted that a subcontractor may satisfy requirements in one or more of the categories listed above.

The plan shall address all aspects of FAR 52.219, and shall include goals, expressed in terms of percentages of total planned subcontracting dollars and total dollars to be subcontracted.

For proposed subcontracting of key components, the appropriate section of the technical proposal must describe in detail the organizational relationships and