

**ATTACHMENT 1:**

**PERFORMANCE WORK STATEMENT**

**Performance Work Statement  
Technical Assistance Services for Communities Contract (TASC)**

**I. BACKGROUND**

The US Environmental Protection Agency's (EPA) mission is to protect human health and the environment. To achieve this mission, EPA seeks to meaningfully engage the public in order to integrate their knowledge and opinions into the Agency's decision-making processes. [Framework for Implementing EPA's Public Involvement Policy - May 2003](#) guides EPA staff on effective and reasonable means of involving the public in regulatory and program implementation. One of the seven basic steps for effective public involvement is to provide appropriate technical assistance to community members so as to facilitate their involvement in the environmental decisions affecting their community. The provision of technical assistance aids communities struggling to understand and to play a role in decisions regarding the environmental issues affecting them. With a better understanding of the technical and scientific environmental information, communities can more effectively articulate their concerns and preferences regarding the technical and scientific aspects of EPA's work, and can more meaningfully and effectively participate in the decision-making processes.

For the last twenty-five years, the Office of Superfund Remediation and Technology Innovation (OSRTI) has supported independent, non-advocacy, technical assistance programs that augment the technical assistance provided to communities by EPA staff. Such assistance has been provided through Technical Assistance Grants (TAGs), the Technical Assistance Services for Communities (TASC) contract and, formerly, the Technical Outreach Services for Communities (TOSC) program that was administered through the Hazardous Substance Research Centers. TAGs, while statutorily mandated, are limited to communities affected by National Priorities List (NPL) sites. Therefore, this requirement (and its predecessor TOSC) was developed to provide similar assistance to communities near hazardous waste sites ineligible to receive grant support. The TASC program has expanded to encompass NPL and non-NPL sites under the Superfund program, as well as other EPA offices and programs, such as the Federal Facilities Restoration and Reuse Office (FFRRO), Office of Resource Conservation and Recovery (ORCR) (which manages the Resource Conservation and Recovery Act (RCRA) program), Office of Water (OW), Office of Environmental Justice (OEJ), and the Community Action for a Renewed Environment (CARE) program.

**II. PURPOSE**

EPA staff is often able to provide the information, education or support that is required by communities to be effectively engaged in Agency environmental actions, decisions and projects. However, in some instances, supplemental technical assistance may be necessary for a community to fully address their environmental concerns and engage in the established decision-making process. The purpose of this contract is to provide supplemental, non-advocacy technical assistance services at no cost to communities to empower them to substantively participate in addressing environmental issues and actions which impact their community.

The TASC program has provided a variety of technical assistance services for communities. The goal of technical assistance under TASC is for communities to have a better understanding of the environmental issues that affect them, and for communities to more effectively participate in the decision-making process for environmental activities in their community. Some communities may only need minor assistance in reviewing technical documents in order to more fully be engaged with EPA in the decision-making process. Other communities, however, may need a much broader range of assistance to more fully understand the environmental issues and their impact on their community. All technical assistance under TASC shall be provided in a manner that is sensitive to the language(s) and/or culture(s) of communities being provided TASC assistance. Technical assistance is to be determined on a project-specific basis.

***Target Recipients of TASC Support***

The TASC program is intended to provide technical assistance to members of the public most impacted by environmental actions or projects where EPA programs are involved. Members of the impacted community may consist of residents, business owners, community organizations and institutions, community leaders (both official and unofficial), local government agencies and/or tribal governments, schools, churches, college/university faculty and other local entities within close proximity to the site.

The TASC program assists communities that do not have access to resources (financial or technical) necessary to obtain the technical assistance so that they can effectively interact with EPA regarding local environmental concerns, decisions and actions. Based on the project, TASC support should provide broad benefit to all community members affected by and interested in environmental issues and actions rather than a small subset of the affected community. Therefore, where possible, EPA's preference is to provide TASC support where there are broad-based community groups/coalitions that are connected into the broad spectrum community populations, interests, etc. EPA reserves the right to determine what communities are eligible to receive TASC support.

### III. GENERAL REQUIREMENTS

#### A. Program Knowledge

The Contractor shall have a working knowledge of the EPA regulations, laws, rules, guidance and policies. The technical assistance provided through this contract will largely support the Superfund program. However, TASC is intended to provide support across all EPA programs (i.e. Office of Air and Radiation (OAR), OW, OEJ, etc.). Since technical support will be provided to communities impacted by issues under a multiple diverse set of environmental areas (i.e., waste, water, air, pesticides, etc.), a working knowledge of EPA media programs is required, including environmental justice aspects of environmental protection. The contractor shall also be familiar with the existing technical assistance programs to understand the types of communities and the types of assistance that has historically been provided. The Contractor shall make every effort utilize existing EPA outreach materials, training courses or tools prior to developing anything new. The Contractor can obtain pertinent information on the TASC program and other EPA programs by accessing the following websites:

- <http://www.epa.gov/superfund/community/tasc/>
- <http://www.epa.gov/superfund/programs/recycle/index.html>
- <http://www.epa.gov/superfund/policy/guidance.htm>
- <http://www.epa.gov/fedfac/>
- <http://epa.gov/brownfields/>
- <http://www.epa.gov/osw/>
- <http://www.epa.gov/publicinvolvement/public/>
- <http://www.epa.gov/environmentaljustice/>
- <http://www.epa.gov/care/>
- <http://www.epa.gov/urbanwaters/>
- <http://www.urbanwaters.gov/>

*Note: The contractor will not be required under this contract to interpret or analyze the above referenced laws, rules, regulations, guidance or polices.*

#### B. Types of Technical Assistance Services Required

The types technical assistance services required include but are not limited to the following areas:

a) **Information Assistance and Expertise:** The contractor shall be required to provide non-advocacy consultation and assistance services to increase community understanding of scientific, technical, regulatory, or procedural issues by developing and disseminating clear and concise information or explaining complex issues in lay terms. The following examples are representative of the types of services required:

- Reviewing technical reports, documents and information, and summarizing and explaining the material so it can be understood and used by community members to interact directly with EPA.
- Attending EPA technical meetings and discussions and reporting back to the community on meeting topics, issues and possible resolutions, cleanup progress and any implications for the community.
- Participating in community meetings to present/explain the science related to technical information.

- Developing/modifying materials (such as fact sheets, newsletters, informational, flyers, etc.) designed to increase the understanding of the community members about local environmental issues of concern, the causes and the possible solutions.
  - Helping community members formulate appropriate questions and requests for additional data and information, and developing draft comments on proposed environmental actions, for submission to EPA and other regulatory agencies involved in the environmental issue(s) of concern to the community.
  - Developing/modifying visual aids such as maps, diagrams and graphics, to help explain EPA actions, technical information, scientific methods, etc.
  - Translating technical documents into other languages in order to make them accessible to large segments of the community.
- b) **Community Education:** The contractor shall be required to develop and deliver community training workshops, symposiums, webinars, etc. on specific environmental issues, technical/scientific concepts, regulations, and policy. The following examples are representative of the types of services required:
- Designing and delivering training and workshops related to environmental problems to raise a community's general level of knowledge about an environmental problem; further EPA program goals; ensure leaders and active members of the community have the background and understanding they need to engage constructively in environmental planning, review and decision-making activities.
  - Providing subject matter experts in scientific, engineering, risk, health, economic and other technical areas for document reviews, training, workshops, public meetings, etc.
- c) **Technical Assistance Needs Assessment and Plan Development:** The contractor shall be required to work with community members to conduct technical assistance and decision-making needs assessments. The following examples are representative of the types of services required:
- Working with community members to determine how various technical needs can best be met (i.e. through training, through document review, etc.).
  - Working with community members to identify what kinds of scientific, engineering, risk, health, economic and other technical information needs they may have with respect to an environmental problem.
  - Assessing the support provided to a community under TASC.
- d) **Community Infrastructure Support:** The contractor shall engage the community's participation in the decision making process related to environmental issues. The following examples are representative of the types of services required:
- Organizing and facilitating community meetings related to education and/or information exchange regarding local environmental issues.
  - Assisting communities in identifying non-traditional partners that may assist the community in expanding capacity-building and site reuse planning beyond EPA assistance areas. Non-traditional partners could include those businesses and non-profit organizations not typically associated with environmental restoration but may have an interest.
  - Providing training to assist the community in sharing technical information across the community and finding ways to reach segments of the community that have been historically underrepresented in environmental decision-making (e.g., training on creating a website, communication/outreach strategy, cultural sensitivity, etc.)
  - Advising community groups on technical assistance and resources available to them that may be provided by other federal agencies (for example, federal agencies that are members of the Urban Waters Federal Partnership and Strong cities, Strong Communities and familiarity with federal grants.)
- e) **TASC Program Coordination and Support Activities:** TASC projects are generally initiated and conducted at a regional level and on a project-specific basis. However, EPA headquarters is responsible for coordinating, setting the direction and implementing, the overall program; this is done largely by providing support and direction by way of materials development and communications facilitation for regional staff and communities

engaged in TASC projects. The contractor shall provide national programmatic support including, but not limited to:

- Developing and producing informational documents such as fact sheets, brochures and posters.
- Producing annual reports.
- Developing and updating web content.
- Developing case studies, including lessons learned and recommendations for program improvement.
- Developing and revising training courses.
- Participating in presentations and promoting TASC at conferences and EPA meetings.
- Assisting EPA in identifying and implementing program improvements.
- Assessing the support provided under TASC.

### **C. Technical Expertise Requirements**

Technical experts are the individuals who interact most directly with the community in delivering/providing the needed technical assistance under TASC. The technical experts supporting this requirement shall consult directly and regularly with the community to be responsive to their issues/concerns. Additionally, the technical experts shall coordinate with EPA staff and, possibly, other entities involved in the environmental action or project for which the community is receiving assistance. The contractor shall be required to consult with EPA and the communities throughout the technical expert selection process to ensure specific needs are addressed. The contractor shall ensure technical experts possess the requisite skills, knowledge and experience to work effectively on the environmental issues of concern, and that they possess the ability to provide effective, quality and timely support as tasked. Technical experts shall possess the following basic qualifications:

- Demonstrated knowledge, training, and experience working in the technical/scientific area where assistance is needed (e.g., with hazardous or toxic waste issues, risk assessment, redevelopment, public health, or federal relocation policies and relocation-related issues.)
- Academic training in a relevant discipline (for example, biochemistry, toxicology, public health, environmental science, environmental engineering, environmental law, land use planning, water resources, hydrology, and federal and state water monitoring and water quality requirements, etc.)
- Demonstrated ability and experience in translating technical information into basic language community members can understand.
- Demonstrated experience working with community groups.
- Demonstrated cultural sensitivity in working with disadvantaged and underserved communities, especially minority communities, tribes, and immigrant communities.
- Responsiveness to needs such as geographic location, foreign language ability, historical differences and cultural sensitivity. The Contractor shall develop and maintain the capacity to respond to environmental justice communities, tribes and other communities disproportionately affected by environmental pollution and concerns.
- Demonstrated experience using communication tools (e.g. social media tools such as Twitter, Facebook, etc.) to communicate with stakeholders.
- Demonstrated expertise in effectively communicating with community members who do not use current electronic tools such as internet or social media.

## **IV. CONTRACTOR PERFORMANCE REQUIREMENTS**

The majority of work under this contract is anticipated to be local, community specific technical assistance projects. Additionally, this contract is expected to support program development, implementation, management and oversight. EPA works with a number of communities where English is not the primary language spoken and/or read. In the performance of this contract, the contractor shall ensure all deliverables are communicated in a manner and/or language that are culturally appropriate for the designated community(s). Following are the support tasks under the contract:

### **Task 1: Preparation of Project Work Plan and Monthly Progress Report**

The contractor shall be required to prepare a technical work plan for all TASC projects. Many of the projects under

TASC will combine multiple tasks under the scope of work section. For example, a project supporting the formation of a CAG at a Superfund site may involve supporting for the formation of a CAG (Task 2), reviewing and interpreting several documents (Task 4), and facilitating some of the meetings beyond the formation of the CAG (Task 3). The contractor shall provide EPA with a work plan that includes their technical approach for the project, staffing plan, project deliverables and milestones, estimated hours and costs, and any other planning details necessary for the project.

In accordance contract terms, the contractor shall submit a monthly progress report, detailing the project work accomplished, costs and hours associated with each project for the month and cumulatively.

### **Task 2: Technical Assistance Needs Assessment**

In a number of instances where communities have requested technical assistance, the community members are overwhelmed by the environmental issue(s) at hand and, therefore, are unclear about the types of assistance needed, and how to prioritize their concerns and focus regarding their environmental issues. The contractor shall work with the community to develop a technical needs assessment to identify and prioritize concerns, and to assist in determining what types of technical assistance are needed. The contractor shall develop a technical assistance needs assessment that includes, but is not limited to:

- Identifying the range of community stakeholders.
- Collecting background information on the environmental issues and the community.
- Participating in informational meetings and/or listening sessions.
- Scheduling and conducting a sufficient number of stakeholder interviews to help inform what the issues of concern are.
- Developing a written assessment report.

### **Task 3: Community Advisory Group/Panel (CAG or CAP) Formation**

The contractor shall be required to assist the community with organizing and forming a functional Community Advisory Group (CAG) or Community Advisory Panel (CAP) in order to address environmental issues of concern. A CAG/CAP is made up of members of the community and is designed to serve as the focal point for the exchange of information among the local community and EPA, the State regulatory agency, and other pertinent Federal agencies involved in an environmental issue of concern to the community. The general type of support the contractor is required to provide in support of this task shall include, but is not limited the following activities:

- Working with EPA and the community to identify and recommending group/panel members and a selection process.
- Assisting EPA and the community in developing a functional organizational structure with working procedures.
- Assisting EPA and the CAG/CAP in conducting internal and public meetings until such time as EPA or the community believes support is no longer needed.

### **Task 4: Meeting Facilitation Services**

The contractor shall provide assistance under this task for the purpose of facilitating meetings/dialogue with and/or among community groups in order to address environmental issues of interest and concern. The ultimate goal is to build community knowledge and understanding of environmental issues so the stakeholder are informed and can meaningfully participate in the EPA actions and decisions. The general type of support the contractor is required to provide in support of this task shall include, but is not limited the following activities:

- Pre-meeting preparation and coordinating meeting logistics (including assistance in identification of key meeting attendees).
- Note-taking.

- Facilitation during the meeting.
- Coordinating post-meeting follow-up actions and communications with the community, EPA, and other stakeholders (e.g., phone calls, e-mails, etc.)
- Developing and disseminating meeting summary.

When required to attend meetings, the contractor shall limited their attendance to the portion of the meeting associated with the subject matter they are providing support for under the requirements of the contract. The Contractor personnel shall identify themselves as contractors in all activities associated with work performed and in attendance at meetings.

#### **Task 5: Technical Document Review and Interpretation**

The ability to understand the technical nature of the information related to EPA actions and projects can be a challenge for the general public. Not having a basic understanding of technical materials and scientific information makes it difficult for the community to ask questions and concerns relative to the scientific and technological aspects of the Agency's work.

The contractor shall assist communities with overcoming the various challenges associated with understanding scientific, technical and process information related to their environmental issues. Specifically the contractor shall provide expert review and interpretation of technical documents and data documents in plain language to ensure the information is understandable by all segments of the community. The contractor shall be required to provide expertise with experience in the relevant scientific/technical subject area. This expertise shall be familiar with the environmental issue(s) and be able to communicate complex technical information and data in terms that can be easily understood by the community. The general type of support the contractor is required to provide in support of this task shall include, but is not limited the following activities:

- Conducting background research to understand community primary concerns.
- Conducting literature reviews and summarizing existing science and published literature on a community-identified topic.
- Reviewing technical document with community concerns in mind.
- Writing a summary of technical issues in plain language (may be multiple languages), in particular, as they relate to potential community concerns.
- Presenting the technical review during a community meeting and responding to community members questions.
- Following up on issues arising during the meeting.

Some examples of documents that have been reviewed in the past include: proposed plans for Superfund site remediation; remedial investigation and feasibility studies; site sampling and monitoring plans and resulting data; Superfund site five-year reviews; planning and land use related documents, and Agency for Toxic Substances and Disease Registry's (ATSDR) health assessment for sites.

#### **Task 6: Presentations**

The contractor shall be required to attend meetings and present information with the purpose of broadening community members' awareness, understanding and knowledge of environmental issues impacting the community. For example, a community may request a presentation about the sampling methodology and results of data collected at the beginning stages of site cleanup actions. The general type of support the contractor is required to provide in support of this task shall include, but is not limited the following activities:

- Conducting background research on presentation topic(s).
- Preparing presentation(s).
- Coordinating with any co-presenters.
- Delivering presentation(s).
- Developing and providing any training materials (e.g., presentation summary, slides).
- Responding to community questions, at the time of the presentation and as follow-up.

- Providing a debriefing to EPA (such as issues experiences, summary of community questions, etc.)

### **Task 7: Training**

The contractor shall provide training as required to meet a number of community-specific technical assistance needs. The training may be provided to: raise a community's general level of knowledge about environmental problems; build skills (such as facilitation, regulatory processes, etc.) so that leaders and active members of the community have the tools they need to engage constructively in dialogue and the decision-making process related to environmental issues of community concern; to build specific technical and green-jobs skills so that the community can continue to steward its environment after EPA actions/projects have been completed (such as training in green infrastructure and web page development); enable the community to collect its own data (e.g., for Tribes to collect traditional ecological knowledge); and to advance EPA's environmental goals (e.g., educating youth groups and promoting stewardship relative to urban waterways). Training has also been developed for a broader use and to meet programmatic needs (such as, training for EPA staff on the different technical assistance programs and training courses related to Superfund site reuse.)

At the initiation of a training project, the contractor shall be required to coordinate with EPA to determine whether training covering a particular topic or subject matter can be obtained through existing courses, through combining and/or altering/updating existing courses, or if the entire course will need to be developed. Depending on the circumstances, support may range from minor updates to existing training materials to developing, organizing and delivering a course.

The general type of support the contractor is required to provide in support of this task shall include, but is not limited the following activities:

- Developing the training and training materials.
- Delivering training and/or providing experts to deliver the training.
- Organizing a training event.
- Coordinating with participants.
- Obtaining a training location.
- Following up with participants after the training

### **Task 8: Workshop Organizing and Delivery**

The contractor shall be required to organize and conduct community workshop(s) with the purpose of broadening community understanding/awareness of environmental issues, processes, policies; to allow for education exchange of information, ideas and concerns; Providing a forum for communication among community groups in order for the community to more effectively engage in EPA activities and actions impacting their community. A workshop may or may not include a training component. The contractor shall designed the workshop to bring community leaders together to discuss their different concerns, perspectives and roles related to community environmental issues and planning, and to provide training to assist leaders in developing a community-based monitoring program.

The general type of support the contractor is required to provide in support of this task shall include, but is not limited the following activities:

- Providing subject matter experts to participate in and/or conduct training sessions and workshops, where necessary.
- Identifying workshop participants.
- Performing logistical tasks related to the training, such as: notification of participants; arranging and procuring meeting facilities; securing hotel room blocks, providing required supplies and equipment; and providing any additional on-site support.
- Coordinating overall effort.
- Developing and coordinating a registration process.



- Developing and/or providing the necessary materials for training/workshop participants in appropriate written language.
- Providing evaluation forms of training to participants.
- Developing a results summary to include recommendations for improving the training and/or workshop effectiveness as well as any suggestions for course revisions.
- Conducting workshop follow-up activities (e.g., follow-up calls with participants and presenters, posting/e-mailing/mailling summary.)

#### **Task 9: Community Educational Materials**

The contractor shall provide assistance with developing educational materials (i.e. newsletters, fact/FAQ sheets, graphics, fliers, webpages, and other information dissemination tools) that provide information, updating and educating community members about environmental issues, programs and policies that impact their community. The general type of support the contractor is required to provide in support of this task shall include, but is not limited the following activities:

- Researching topic(s).
- Drafting materials/documents.
- Developing and/or selecting graphics where needed.
- Designing the document layout.
- Formatting fact/FAQ sheets as needed, for the internet, publication, etc.

Generally, written materials are of short length, about one to four pages. However, materials vary by type and length based on the community needs and subject matter complexity. All materials shall be developed in a manner that is understandable to all segments of the target community population.

#### **Task 10: Communication Materials, Program Analysis and Support**

The contractor shall be required to support a wide range of activities related to the ongoing development and implementation of the TASC program and across other EPA programs requiring these support services.

The general type of support the contractor is required to provide in support of this task shall include, but is not limited the following activities:

- Presenting at conferences.
- Participating in EPA staff briefings.
- Conducting data analysis.
- Providing recommendations on program improvements.
- Conducting policy review and analysis.
- Developing communication and outreach materials for internal and external use.
- Developing guidance and tools for EPA staff, communities and technical advisors.
- Developing implementation strategies/plans (such as communications strategies.)
- Analyzing program effectiveness.
- Developing content for the web and other electronic communications media/tools (this does not include procuring and/or maintaining web and other communications media/tools).
- Exploring the use of other electronic communications media/tools.

#### **Task 11: Project Reports**

The contractor shall submit all reports, papers, etc. in draft form to the contract level Project Officer, Task Order Project Officer (TOPO)/WAM, and the community for review and approval. The draft(s) submitted shall include copies of the literature cited or refer to all citations in the document for verification and approval purposes.

At the conclusion of each project or at the point where EPA considers a project essentially complete/closed (due to lack of activity, reaching an impasse due to community issues/dynamics, etc.), the contractor shall provide a final project report. At a minimum, Project reports shall contain the following details:

- A summary of parties involved;
- The nature of support provided during the project;
- Summary of actions taken during the project;
- A brief analysis of best practices and any challenges encountered throughout the project.
- Recommendations for program improvement and lessons learned;
- An overall assessment of the effectiveness of the support provided.

The report shall also include a summary of all aspects of the project that may be transferable to other communities. Where relevant, an outline or template that can be used to replicate the project in other communities shall be included with the report.

Reports submitted by the Contractor that contain recommendations to the Agency (which may be used by EPA personnel in decision making or policy development) will explain the rationale for and prioritize the recommendations per EPA instructions (for example, prioritization based on ease of implementing a recommendation); describe the procedures used to arrive at recommendation; summarize the substance of deliberation; report any dissenting views; list the sources relied upon; and make clear the methods and considerations upon which the recommendations are based. Any recommendations or options provided by the Contractor should carefully consider EPA policies and procedures. EPA will make final decisions regarding any recommendations or options. The Contractor shall not have the authority to make any decisions on the course of action pursued by EPA.

#### **Task 12: Community-Based Environmental Job Training Programs**

The contractor shall be required to develop and implement community environmental job training programs. The contractors shall work closely with the community where the training is being offered, to provide the necessary resources for community members to gain environmentally-related job skills.

##### *Examples of Existing Community-based Job Training Programs*

- The Superfund Jobs Training Initiative (Super JTI) is an example of a currently active job training program. Super JTI's mission is to provide or support job training opportunities in communities affected by Superfund sites, and encourage their employment in site cleanup activities. This training empowers community members with an awareness of environmental health issues while teaching skills that help them gain employment in their community.
- EPA's Urban Waters program has been developing a jobs-training program. The Urban Waters job-training program, however, targets high school students in communities. The program's goal is to develop students' environmental skills that could assist them towards the path of an environmental science career. The program provides training in such areas as water monitoring and data management, and also provides assistance in placing the students in environmental jobs while in High School. With the current emphasis on green-jobs development, other programs may also begin developing environmental job-training programs.

The contractor shall develop and implement job-training programs which may include, but are not necessarily limited to the following:

- Conducting outreach, in coordination with EPA project lead(s), to local community organizations (such as, one-stop employment centers, job banks, community groups and workforce investment boards) to build a pool of potential applicants.
- Determining training needs of communities in coordination with the EPA project staff (in the case of Super JTI, the Contractor would work with the regional Superfund site community involvement coordinator (CIC) and remedial project manager (RPM)).

- Providing training specific to the project needs (for example, Super JTI projects may include, but are not limited to the following trainings: 40 Hours Hazardous Waste Operations and Emergency Response (HAZWOPER) training, lead abatement, asbestos abatement, confined space entry, and safety regulations; Urban Waters for water sampling and analysis, information management, etc.).
- Working with EPA project staff to examine opportunities for hiring of training graduates (for example, a number of contractors working on Superfund sites have agreed to hire a percentage of the Super JTI trainees upon graduation from the training program).
- Working with EPA project staff to establish an applicant orientation and selection process. This may include such activities as drug-testing, and reading and writing comprehension skills testing.
- Working with local nonprofit organization, to the maximum extent practicable, to provide services that can eliminate barriers to employment, such as, life readiness skills-training, mechanical reasoning, computer basics and environmental justice training.
- Working with local governmental, academic and nonprofit organizations /entities to ensure program sustainability, such as in the Urban Waters youth environmental training.

Prior to developing new training materials, the Contractor shall make an effort to make use of or modify existing training resources. New training shall only be designed, delivered and/or conducted by the Contractor when there are no other currently existing alternatives available.

## **V. COMMUNICATION AND CONTRACT MANAGEMENT**

### **A. Effective Task Management**

In accordance with proper contract implementation, the contractor shall ensure effective management of the resources and deliverables required by EPA. This process shall occur through: frequent communication between the contractor and the EPA COR; efficient resource planning; periodic planning and progress meetings; progress report preparation; financial management report preparation; staffing plan and budget tracking; file maintenance and deliverables tracking; work assignment close-out; appropriate management oversight; and thorough quality reviews of all work assignment deliverables to ensure accuracy and consistency with general Superfund program objectives and specific work assignment objectives.

As part of ensuring proper contract implementation and compliance with FAR requirements, the contractor shall maintain a comprehensive deliverables file. The contractor shall also be prepared to submit for inspection, copies of all work in progress at any time under this contract.

The Contractor shall maintain the appropriate levels of communication with EPA (both headquarters and regional offices) to ensure proper planning, execution and invoicing. This communication shall include briefings and other forms of information exchange such as telephone conferences and face-to-face meetings. The Contractor shall provide reports after all major meetings/conferences, with both EPA and the communities.

### **B. Contractor Management Systems**

The contractor shall administer and maintain the following:

- A process for expeditiously identifying, matching, selecting, deploying and managing technical assistance providers (TAPs) when requested by an EPA Contract Officer, Project Officer or Task Order Project Officer. The Contractor shall develop and maintain the capacity to simultaneously provide technical assistance to several communities across the country and/or U.S. territories.
- A process to develop and maintain the capacity for interacting with sovereign Tribal governments, and for supporting ad hoc groups of Tribal members.
- A system for tracking, by task, the progress, costs and deliverables of each project and sub-project. This tracking system will also track, aggregate and report support provided to Tribes and Tribal members. This

tracking system shall be available to the EPA Contract Officer, Project Officer and Task Order Project Officers.

- A mechanism for ensuring the quality of the services provided under each task order, including a process for promptly correcting any problems that arise. There will also be provisions for appropriate assessments or evaluations of the work completed under every task and for obtaining feedback on the value of the assistance from communities which receive it.

Contractor shall develop a database of reports and/or deliverables from Task Orders. The database shall be searchable by project location, community and by subject matter. This system shall be accessible to the EPA Contracting Officer, Contract Specialists, Project Officer, Task Order Project Officers, and other contract administration representatives as identified in the contract.

**VI. GENERAL CONTRACT DELIVERABLES**

<b>TASK</b>	<b>Activities (not all-inclusive list)</b>	<b>Type of Deliverable</b>	<b>Deliverable Due Date (Unless otherwise stated in a Technical Directive (TD))</b>
Task 1. Project Work Plan	Developing project work plan.	Work plan	Draft approach/work plan: within 20 days of TD (work plan final upon EPA approval)
Task 1. Monthly Report	Developing monthly progress report.	Monthly report	Monthly per contract requirements.
Task 2: Technical Assistance Needs Assessment	Collecting information; interviewing community members; developing report, etc.	Needs assessment report	Final: per schedule in final work plan. Schedule, based on initial meetings with community and EPA.
Task 3: Community Advisory Group/Panel (CAG/CAP) Formation	Identifying/recommending members; facilitating meetings; supporting organizational development, etc.	CAG/CAP support	Final: per schedule in final work plan. Schedule, based on initial meetings with community and EPA.
Task 4: Meeting Facilitation Services	Facilitating and following up on post-meeting needs; developing meeting summary, etc.	Facilitation and summary	TBD per EPA/community availability or as previously scheduled.
Task 5: Technical Document Review and Interpretation	Conducting background research on community issues; reviewing document(s); developing summary/presentation, etc.	Technical summary or presentation	Initial draft – within 30 days of TD Interim draft(s) – within 15 days EPA comments Final draft – within 15 days EPA final comments
Task 6: Presentations	Conducting background research; developing presentation and materials; presenting; etc.	Presentation	Draft: within fourteen days of meeting Final: day of meeting

<b>TASK</b>	<b>Activities (not all-inclusive list)</b>	<b>Type of Deliverable</b>	<b>Deliverable Due Date (Unless otherwise stated in a Technical Directive (TD))</b>
Task 7: Training	Researching existing training; developing materials; conducting training; etc.	Training	Final: per schedule in final work plan. Schedule, based on initial meetings with community and EPA. Training draft materials: within 30 days of scheduled training date Interim materials: within 7 days of EPA comments Final materials: within three days of training date.
Task 8: Workshop Organizing and Delivery	Organizing and coordinating workshop agenda and activities; developing materials; providing experts; summarizing workshop: etc.	Workshop	Final: per schedule in final work plan. Schedule, based on initial meetings with community and EPA.
Task 9: Community Educational Materials	Developing materials for community.	Factsheet, newsletter, flyer, graphics, etc.	Initial draft: within 20 days of TD. Interim draft: within 3 days of comments received. Final: upon EPA approval.
Task 10: Communication Materials, Program Analysis and Support	Presenting at conferences; analyzing data; developing outreach materials; etc.	Presentation(s), reports, outreach materials, etc.	Final: per schedule in final work plan. Schedule, based on initial meeting(s) with EPA.
Task 11: Project Reports	Assessing (near) complete projects, etc.	Project report	Initial draft: within 15 days of TD. Interim draft: within 7 days of EPA comments. Final draft: upon EPA approval.
Task 12: Community Environmental Job Training Programs	Organizing/coordinating training; interviewing potential participants; delivering training; providing participant materials; etc.	Environmental job-training.	Draft work plan and milestones within 20 days of initial meeting(s) with EPA .