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DEPARTMENT OF DEFENSE
HANDBOOK

GUIDANCE FOR ACQUISITION
OF
TRAINING DATA PRODUCTS AND SERVICES
(PART 1 OF 4 PARTS)



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FOREWORD

1. This handbook is approved for use by all Departments and Agencies of the Department of Defense (DoD). This handbook is intended to provide guidance to DoD personnel on preparing solicitations and evaluating solicitation responses.
2. This handbook is intended for guidance only. This handbook cannot be cited as a requirement. If it is, the contractor does not have to comply.
3. MIL-HDBK-1379-1 is Part 1 of 4 Parts. The goal of Part 1 is to provide guidance that may be used by all Services for the preparation of solicitations and evaluation of solicitation responses for training. Emphasis has been placed on reducing costs, promoting commercial products and practices, and promoting the use of the latest technologies. Every effort has been made to ensure this document fosters these goals and does not act as a barrier. Guidance provided in Part 1 represents one approach to acquisition of training data products and services. Use of this guidance is not mandatory.
4. Part 2, MIL-HDBK-1379-2, Handbook for Training, Instructional Systems Development Process, provides guidance to DoD personnel on the Instructional Systems Development (ISD)/Systems Approach to Training (SAT) process and the development of training materials. Part 3, MIL-HDBK-1379-3, Handbook for Training, Interactive Courseware (ICW) Development, contains guidance on the application of the ICW development process. Part 4, MIL-HDBK-1379-4, Handbook for Training, Glossary of Training Terms, contains definitions for commonly used training terms. Parts 2, 3, and 4 will be completed at a later date.
5. The guidance provided in this document is a conversion of acquisition and ISD process guidance previously provided in MIL-STD-1379D, Military Training Programs. It also provides process guidance previously contained in MIL-HDBK-284, Interactive Courseware (ICW) for Military Training, and MIL-HDBK-292 (Navy), Training Materials Development. When complete, this handbook will supersede MIL-HDBK-284 and MIL-HDBK-292 (Navy), Training Materials Development. MIL-STD-1379D has been superseded by MIL-PRF-29612, Performance Specification, Training Data Products. Appendix A of this Part contains a table that provides a cross-reference between the superseded MIL-STD-1379D related Data Item Descriptions (DID) and the MIL-PRF-29612 related DIDs.
6. There are numerous ways to procure training and training data products. The acquisition guidance contained herein may not be applicable to your specific organization. DoD acquisition reform procedures are evolving. Part 1 of this handbook reflects guidance related to the use of the Statement of Objectives (SOO) approach. Other sources for alternate methods to procure training data products are AFMAN 36-2234 and AFHDBK 36-2235.
7. Beneficial comments (recommendations, additions, deletions) and any pertinent data which may be of use in improving this document should be addressed to: Commander, Naval Air Warfare Center Aircraft Division, Code 414100B120-3, Highway 547, Lakehurst, NJ 08733-5100 by using the Standardization Document Improvement Proposal (DD Form 1426) appearing at the end of this document or by letter.

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STANDARDIZATION DOCUMENT IMPROVEMENT PROPOSAL (DD Form 1426)

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1. SCOPE

1.1 Scope. This part of the handbook provides guidance to Department of Defense (DoD) personnel on procurement of training data products and services. This handbook is intended for guidance only. This handbook cannot be cited as a requirement. If it is, the contractor does not have to comply.

1.1.1 Acquisition guidance. This part of the handbook provides guidance to DoD personnel on preparing a Request For Proposals (RFP) and evaluating RFP responses. The handbook provides tools for the RFP writer to collect essential information about a contractor's management and development processes for training. It also includes tailoring guidance for the Performance Specification, Training Data Products (MIL-PRF-29612), and related Data Item Descriptions (DID) (DI-ILSS-81517 through 81527).

1.1.2 Introduction of the Statement Of Objectives (SOO). This handbook includes a concept called the SOO. Following recent DoD direction to lower Government costs by encouraging innovative contract options and flexible design solutions, the SOO captures the top level objectives of an RFP and allows the offerors complete freedom in the structure and definition of Statement of Work (SOW) tasks as they apply to the proposed approach. The SOO concept is explained in detail in Section 4 (See 4.2.1).

2. APPLICABLE DOCUMENTS

2.1 General. The documents listed below are not necessarily all of the documents referenced herein, but are the ones that are needed in order to fully understand the information provided by this handbook.

2.2 Government documents.

2.2.1 Specifications, standards, and handbooks. The following specifications, standards, and handbooks form a part of this document to the extent specified herein. Unless otherwise specified, the issues of these documents are those listed in the latest issue of the Department of Defense Index of Specifications and Standards (DoDISS) and supplement thereto.

SPECIFICATIONS

MILITARY

MIL-PRF-29612 Performance Specification, Training Data Products

(Unless otherwise indicated, copies of the above specifications, standards, and handbooks are available from: Standardization Document Order Desk, 700 Robbins Avenue, Building 4D, Philadelphia, PA 19111-5094.)

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2.2.2 Other Government documents, drawings, and publications. The following other Government documents, drawings, and publications form a part of this document to the extent specified herein.

DEPARTMENT OF DEFENSE

DoDISS

Department of Defense Index of Specifications and Standards

(Copies of the DoDISS are available on a yearly subscription basis from either the US Government Printing Office, Washington, DC 20402-0001, or from DoDSSP, 700 Robbins Avenue, Building 4D, Philadelphia, PA 19111-5094)

2.3 Order of precedence. In the event of a conflict between the text of this document and the references cited herein, the text of this document takes precedence. Nothing in this document, however, supersedes applicable laws and regulations unless a specific exemption has been obtained.

3. DEFINITIONS

3.1 General. Definitions, abbreviations, and acronyms used in this handbook and its appendices are defined in this section. Additional definitions related to training are provided in Part 4 of this handbook.

3.1.1 Acquisition streamlining. Acquisition streamlining is a common sense approach that results in more efficient and effective use of resources to develop or produce quality products. This includes ensuring that only necessary and cost-effective requirements are included, at the most appropriate time in the acquisition cycle, in RFPs and resulting contracts for the design, development, and delivery of new products, or for modifications to existing products.

3.1.2 Contract Data Requirements List (CDRL), DD Form 1423. A list of the data requirements that are authorized to be acquired for a specific acquisition, which is made a part of the contract.

3.1.3 Contracting activity. An element of an agency designated by the agency head and delegated broad authority regarding acquisition functions.

3.1.4 Cost effective. Economical in terms of goods or services received for the money spent.

3.1.5 Course. A complete integrated series of lessons which are identified by a common title and/or number.

3.1.6 Course mission. A description of the ultimate purpose of the course including a statement of who and what is to be trained, the degree of qualification brought about by the training, and where and under what general conditions the graduate will perform on the job.

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3.1.7 Courseware. Paper-based, audiovisual, and electronically stored instructional material necessary to deliver a lesson, instructional module, or course. Courseware also includes the special applications programs and other software necessary to present instruction.

3.1.8 Curriculum. A set of courses constituting an area of specialization. All training conducted within a school, outlined into specific topics, along with detailed training objectives, to include behavior, conditions, and standards.

3.1.9 Data. Recorded information, regardless of form or method of recording.

3.1.10 Data Item Description (DID), DD Form 1664. A form used to define the data required of a contractor. The form, when completed, specifically defines the data content, preparation instructions, format, and intended use.

3.1.11 Data product specification. A type of specification used to acquire data products with the exception of technical manuals. Data product specifications are the source documents for DIDs and are listed in the DoD Acquisition Management Systems and Data Requirements Control List (AMSDL).

3.1.12 Evaluation. A critical review.

3.1.13 Examination. A procedure intended to obtain information.

3.1.14 Instructional delivery system. Instructional delivery systems such as training devices, training equipment, training aids, and/or interactive courseware are selected during the training media analysis.

3.1.15 Instructional material. All items of material prepared, procured, and used in a course or program as part of the teaching or general learning process.

3.1.16 Instructional media. The means used to present information to a trainee to induce learning.

3.1.17 Interactive Courseware (ICW). ICW is computer controlled courseware that relies on trainee input to determine the pace, sequence, and content of training delivery using more than one type medium to convey the content of instruction. Interactive courseware can link a combination of media, to include but not be limited to; programmed instruction, video tapes, slides, film, television, text, graphics, digital audio, animation, and up to full motion video, to enhance the learning process.

3.1.18 Learning. A change in the behavior of the trainee as a result of stimulus or experience. The behavior can be physical and overt, intellectual, attitudinal, or a combination of these types of behavior.

3.1.19 Learning activities. Events intended to promote trainee learning.

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3.1.20 Learning objective. A statement of the behavior or performance expected of a trainee as a result of a learning experience, expressed in terms of the behavior, the conditions under which it is to be exhibited, and the standards to which it will be performed or demonstrated. Sometimes called "training objective".

3.1.21 Lesson. A segment of instruction that contains an objective, information (to be imparted to the trainee), and an evaluation instrument (test).

3.1.22 Lesson format guide. An organized outline of a single lesson that serves as a blueprint for the development of all lessons within a course.

3.1.23 Lesson plan. A plan for instruction that provides specific definition and direction to the instructor on learning objectives, equipment, instructional media material requirements, and conduct of the training.

3.1.24 Life-cycle maintenance capability. The ability to update, modify, and otherwise change training materials and/or equipment after delivery.

3.1.25 Media selection. The process of selecting the most effective means of delivering instruction.

3.1.26 Milestone. A significant or important event.

3.1.27 Offeror. An individual, agency, or business concern who submits a proposal in response to a government RFP.

3.1.28 Outsourcing. Contracting for goods and services required to conduct training.

3.1.29 Performance specification. A statement of requirements, in terms of the required results with criteria for verifying compliance, without stating the methods for achieving the required results. A performance specification defines the functional requirements for the item, the environment in which it must operate, and interface and interchangeability characteristics.

3.1.30 Prerequisite. A requirement the trainee must possess before being able to attend a training course or lesson.

3.1.31 Request for Information (RFI). As used in this handbook, a formal invitation for industry to provide comments on a Government pre-proposal package.

3.1.32 Request For Proposal (RFP). A formal invitation for offerors to submit a proposal to satisfy a stated Government need.

3.1.33 Sensory stimulus. A capability (e.g., sound, motion, odor, color, scale representation) that activates a human sense.

3.1.34 Skill. The ability to perform a job related activity that contributes to the effective performance of a task.

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3.1.35 Solicitation. As used in this handbook, a formal Government request for proposals or information to satisfy a stated need. (See "Request For Proposal" and "Request for Information").

3.1.36 Specification. A document prepared to support acquisition that describes essential technical requirements for materiel and the criteria for determining whether those requirements are met.

3.1.37 Statement of Objectives (SOO). A Government prepared document which is incorporated into the RFP that states the overall RFP objectives. It is provided in the RFP in lieu of a Government written SOW.

3.1.38 Statement of Work (SOW). The SOW states the Government's needs in terms of work tasks (e.g., work to be performed in developing or producing the goods to be delivered or services to be performed by a contractor).

3.1.39 Student. An individual who has been placed in a learning situation in order to acquire skills, knowledge, and attitudes. Also called "trainee".

3.1.40 Subject Matter Expert (SME). An individual who has a thorough knowledge of a job, duties/tasks, or a particular topic.

3.1.41 Tailoring of requirements. The deletion of requirements (from DID's and specifications) that are not required to meet the needs of a specific contract, or the addition of (for specifications only) requirements that may be needed under certain conditions.

3.1.42 Task. A single unit of specific work behavior with clear beginning and ending points that are directly observable or otherwise measurable. A task is performed for its own sake, that is, it is not dependent upon other tasks, although it may fall in a sequence with other tasks in a duty or job.

3.1.43 Trainee. Identical to the definition for "student".

3.1.44 Training. Instruction and applied exercises for the attainment and retention of knowledge, skills, and attitudes.

3.1.45 Training aid. An item developed, procured, or fabricated for the purpose of assisting in the conduct of training and the process of learning, such as models, mockups, interactive courseware, audiovisual aids, displays, slides, books, pictures, and magnetic/optical recordings.

3.1.46 Training data product. Contains information related to the analysis, design, development, presentation, evaluation, or the life-cycle maintenance of training, regardless of its form or physical characteristics.

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3.1.47 Training device. Hardware and software, designed or modified exclusively for training purposes, involving simulation or stimulation in its construction or operation to demonstrate or illustrate a concept or simulate an operational circumstance or environment.

3.1.48 Training equipment. Items used in the support of training, such as trainers, operational equipment, and other associated hardware.

3.1.49 Training facility. A permanent or semi-permanent military real property or contractor property used for the purposes of conducting training.

3.1.50 Training materials. A general term covering plans, control documents, lesson guides, trainee guides, and other non-hardware training products.

3.1.51 Training support. The resources, such as billets, personnel, funds, facilities, hardware, course materials, and services necessary to conduct training.

3.1.52 Training system. An integrated combination of all elements (e.g., training material and equipment, personnel, support) necessary to conduct training.

3.1.53 Training task. A task selected for training.

4. GENERAL RFP PREPARATION GUIDANCE

4.1 General guidance. This section provides general guidance applicable to RFPs for training data products and related services. The RFP defines the Government's requirements and constitutes the cornerstone of the program, as it ultimately shapes the resultant contract. Consult with your contracting officer whenever specific procurement information is needed.

4.2 Options for preparing the Statement of Work. The following paragraphs discuss preparing a RFP with a SOO or SOW. The SOO is how the government requires the offeror to submit a SOW and DD Form 1423, Contract Data Requirements List (CDRL) as part of the proposal. When a SOO is not used the Government will submit a SOW and CDRL(s) as part of the RFP.

4.2.1 SOO concept. The SOO is a Government prepared document incorporated into the RFP that states the overall RFP objectives. It is provided in the RFP instead of a Government written SOW. The SOO can be used to provide the maximum flexibility to each offeror to propose an innovative development approach to satisfy the objectives. Offerors use the RFP, product performance requirements, and SOO as a basis for preparing their proposals which will include a SOW and CDRL(S). NOTE: The SOO is not retained as a contract compliance item.

4.2.1.1 SOO purpose. The SOO should provide the basic, top level objectives of the acquisition. This approach provides potential offerors the flexibility to develop cost effective solutions and the opportunity to propose innovative alternatives meeting the stated objectives. It also presents the Government with an opportunity to assess the offeror's understanding of all aspects of the effort to be performed. Figure 1 provides a sample SOO format.

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STATEMENT OF OBJECTIVES (SOO) FOR THE _____ TRAINING PROGRAM

1.0 PROGRAM OBJECTIVES.

1.1 Training program: To establish a cost effective organic Government training capability that supports operation and maintenance of the _____ Weapons System. The operator training scope includes _____ weapons system normal and emergency operating conditions, and mission operations in a hostile environment. The maintenance training scope includes _____ organizational level preventive and corrective maintenance on the _____ weapons system, and intermediate level maintenance on repairable components of the _____ weapons system. Establish this organic training capability not later than 3 months before delivery to the Government of the first _____ weapons system production model. The following objectives of the organic training program:

- a. Provide military personnel who have basic _____ knowledge and skills with the capability to operate the _____ weapons system in normal and emergency operations with little to no supervision. The applicable basic knowledge and skills are listed in Attachment _____.
- b. Provide military personnel who have basic _____ knowledge and skills (apprentice level) with the capability to maintain the _____ weapons system and related equipment with little to no supervision (journeymen level). The applicable basic knowledge and skills are listed in Attachment _____.

1.2 Training capability: Provide military personnel who have the basic skills and knowledge to instruct personnel with the capability to teach the _____ weapons system using applicable training media.

2.0 CONTRACT OBJECTIVES.

2.1 Training Services.

- a. The offeror's training development approach will result in training data that is compatible with the organic training activity's capability for use and life cycle configuration maintenance of the data.
- b. The offeror's approach to the conduct of instructor training will result in instructor trainee graduates who have the ability to teach the _____ weapons system operation and maintenance.

2.2 Training data product requirements. Provide training data products in accordance with MIL-PRF-29612 that will support the organic conduct and life cycle configuration of _____ weapons system operator and maintainer training. The following are considered by the Government to be the minimum required. The offeror is encouraged to propose additional data requirements as deemed necessary to support this objective.

- a. Lesson plan.
- b. Trainee guide.
- c. Course conduct information package.

NOTE: This sample is not meant to be representative of an actual Government requirement. It is incomplete and is provided only as an example of a SOO format.

FIGURE 1. Sample SOO format.

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4.2.1.2 SOO content. SOOs contain brief statements, and average 2-4 pages in length. Contract Schedules, Sections L and M should logically follow with instructions to the offerors requesting proposal information supporting the Government's objectives, and evaluation criteria that clearly identifies how the offerors' responses will be evaluated. Each part of the RFP must support every other part. The key is to keep the SOO clear and concise and to provide potential offerors with enough information to structure a sound program, designed to be executable and satisfy Government objectives. The SOO is used, along with other information and instructions in the RFP, by offerors to develop the SOW and other documents supporting and defining the offerors proposed effort. The SOO may be listed in Section J, attached at the end of the RFP, or referenced in Section L and/or Section M and attached as an annex. Alternatively, the SOO may be placed in Section L of the RFP. The placement of the SOO within the RFP is a decision to be made by the procuring activity. At contract award, the SOO is replaced in the contract by the SOW.

4.2.1.3 SOO development approach. A systematic process is essential for SOO development. The following steps are an integral part of that process:

- a. Conduct market research to determine whether commercial items or non-developmental items are available to meet program requirements.
- b. Review the requirement documents that establish the need for training.
- c. Review the various DoD/Services/Joint Services requirements documents for program management, acquisition, and control impact.
- d. Prepare a bibliography citing the specific portions of all applicable governing instructions, directives, specifications, and standards with which the program must comply. Keep these requirements to the absolute minimum.
- e. Establish top level program objectives for the procurement.
- f. Identify the Government's minimum data requirements for training data products.
- g. State the evaluation criteria that will be used to evaluate the proposals.
- h. Provide instructions to the offeror to include requiring the offeror to use the SOO to construct and submit a SOW and CDRL. Stress the importance of the evaluation of the SOW and CDRL(s) as they are critical elements in assessing the offeror's understanding of both required goods/services, and work effort required to accomplish them.

4.2.1.4 RFP/SOO guidance.

- a. Section L of the RFP must include instructions to the offeror that require using the SOO to construct and submit a SOW and CDRL(s). An example of such wording for Section L follows:

"The Statement Of Objectives (SOO), included as (cite location of SOO in the RFP), provides the Government's overall objectives for this RFP. Offerors shall use the SOO, together with other applicable portions of this RFP, as the basis for preparing their proposal, including the Contract Work Breakdown Structure (CWBS), SOW, and CDRL(s). The offeror shall ensure all aspects of the SOO are addressed. The SOW should specify in clear, understandable terms the work to be done in developing or producing the goods to be

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delivered or services to be performed by the contractor. Preparation of an effective SOW requires both an understanding of the goods or services that are needed to satisfy the training requirement and an ability to define what is required in specific, performance based, quantitative terms. The offeror's understanding of both required goods/services, and work effort required to accomplish should be fully demonstrated in the offer's proposed CWBS, SOW, and CDRL(s).

The offeror shall use their proposed SOW as the basis in preparing a CDRL(s) that includes appropriately tailored DID references. The requirements listed below are known minimum Government data requirements. The offeror may include additional data requirements. All data requirements shall be traceable to specific tasks defined in the SOW. Each training data requirement shall be specified using the CDRL form. The Government's minimum data requirements are as follows:

- (1) *[Lesson Plan.]*
- (2) *[Trainee Guide.]*
- (3) *[Course Conduct Information Package.]* “ (End of Section L example wording.)

b. Section M of the RFP must include evaluation factors for award and should include sufficient criteria to:

- (1) Evaluate the offeror's ability to successfully achieve the SOO objectives.
- (2) Ensure a sound approach is proposed in the offeror's SOW.
- (3) Verify that all requirements can be met.
- (4) Place emphasis on the Government's intention to evaluate the SOW in both Section L and Section M. Evaluate the offeror's proposed CWBS, SOW, and CDRL(s) in assessing the offerors understanding of both required goods/services, and work effort required to accomplish them.

4.2.2 Statement of Work. The SOW may be prepared by either the Government or the offeror. The SOW should only be used in a RFP in those cases where exact design or work effort is needed to satisfy a unique requirement. An offeror submits a proposal based on their perception of the Government's needs as defined in the RFP, product performance requirements, SOW, and CDRL(s). MIL-HDBK-245 provides detailed guidance in the preparation of SOWs.

4.2.2.1 Purpose of the SOW. The SOW serves as the standard for determining if the contractor meets the stated performance requirements. The SOW should specify in clear, understandable terms the work to be performed in developing or producing the goods to be delivered or services to be performed by a contractor. Precisely stated requirements will assist the offeror and the Government in negotiating a fair price for the deliverables and/or services to be provided. Ensure the SOW does not include requirements already stated in a specification or that belong in a DID. Preparation of an effective SOW requires both an understanding of the goods or services that are needed to satisfy a particular requirement and an ability to define what is required in specific, performance-based quantitative terms. The SOW also aids the Government in source selection and contract administration after award.

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4.2.2.2 Relationship between SOW and MIL-PRF-29612. The SOW defines, either directly or by reference to other documents, all work tasks required of the contractor. MIL-PRF-29612 contains specific measurable performance requirements and evaluation criteria for training data products. The SOW may reference MIL-PRF-29612 when defining performance requirements for training data products.

4.2.2.3 Relationship between the SOW and contract. A SOW serves as the basis for successful performance by the contractor and is used by the Government to determine if the contractor completes the work tasks stated in the contract. It is also used for effective administration of the contract by the Government.

4.2.2.4 Relationship between the SOW and contractor performance. After contractor selection and contract award, the contract SOW becomes a standard for measuring contractor performance. Consequently, the SOW writer must consider the contractual and legal implications of the SOW during its preparation. As the contracted effort progresses, the Government and the contractor will refer to the SOW to determine their respective rights and obligations. In this respect, the SOW defines the contract and is subject to the interpretations of contract law. The SOW must clearly define the work to be performed, since the language detailing the contractor's effort may be pertinent to legal questions concerning the scope of work. In a dispute concerning performance, rights, or obligations, clearly defined requirements will enhance the legal enforceability of a SOW.

4.2.2.5 Relationship of the SOW to the CDRL and DID. The SOW establishes a specific work requirement. The associated CDRL orders a training data product and identifies due date(s), frequency for submission, distribution, tailoring requirements, etc. The DID provides the format and content requirements for a particular training data product, with non-essential data requirements tailored out of the DID as noted in the CDRL.

4.3 Acquisition process overview.

4.3.1 Training needs analysis. To begin the training acquisition process there must be a defined training requirement. The requirement is defined by conducting a training needs analysis. The needs analysis may be conducted in-house or by contract. Results of the needs analysis will assist in determining the performance requirements of the training program as well as the minimum data requirements. Part 2 of this handbook provides detailed guidance on conducting a training needs analysis.

4.3.2 Acquisition streamlining. The purpose of acquisition streamlining is to encourage innovation and creativity, and to promote innovative and cost effective determination of requirements. The development of acquisition strategies will result in the most efficient utilization of resources to produce quality weapon systems and products. Refer to MIL-HDBK-248, Acquisition Streamlining, for further details.

4.3.3 Protected information. Manufacturer's proprietary information provided in vendor proposals, and information dealing with the Government's source selection process and decisions, should be protected. Protected information includes listings of offerors and prices, list of bidders prior to opening sealed bids, source selection plans, technical evaluation plans,

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technical evaluations of competing proposals, competitive range determinations, vendor proposal rankings in negotiated contracts, source selection board reports and evaluations, and source selection advisory board recommendations. Source selection and proprietary information should be protected and appropriately marked once a procurement begins. A procurement is considered to have begun when one or more of the following actions have taken place:

- a. Convening of a formal acquisition strategy meeting;
- b. Development of an acquisition plan;
- c. Development of a statement of work;
- d. Development of specifications specifically for instant procurement; or,
- e. Publication of the agency's intent to develop or acquire systems, subsystems, supplies or services.

4.3.4 Training program acquisition plan. The acquisition plan documents the acquisition strategy decisions. The plan also sets up milestones for completion of major steps in the procurement process. Formal acquisition plans in accordance with DoD Instruction 5000.2 are applied only to more complex and costly acquisitions. Sufficient planning should occur to ensure an efficient, timely acquisition process. Acquisition planning is documented in either a formal acquisition plan or a program management plan, depending on the acquisition value, complexity, and agency requirements. Agency directives define program management plans. Whether a formal acquisition plan or a program management plan is used, their purpose is the same. The plan outlines a brief history of the training requirement and acquisition strategies, and defines a plan of action for completing the acquisition process.

4.3.4.1 Acquisition plan considerations. A successful training program acquisition integrates the efforts of everyone involved in the acquisition. This integration occurs through development and implementation of an acquisition plan. Effective planning coordinates and directs personnel efforts toward a procurement strategy that results in a successful acquisition. Through planning, the acquisition meets the needs of the organization for a reasonable cost, and is completed on time.

4.3.4.2 Acquisition plan requirements. The acquisition plan addresses all technical, business, management, and other significant considerations needed to control the acquisition and attain acquisition goals. Specific plan contents vary depending on the type of acquisition.

4.3.4.2.1 Background information and objectives. Have the necessary background information and facts available to develop a plan. Clearly define the acquisition purpose or objective. Clear objectives and good background information are critical to development of a successful acquisition plan. The following background information supports acquisition planning:

- a. Summarize the technical and contractual history of the acquisition that describes acquisition alternatives and related in-house efforts.
- b. Describe significant conditions including requirements for compatibility with existing training or other training programs/systems/materials.
- c. Describe the acquisition cost goals and provide rationale for those goals. Address

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- life cycle cost considerations.
- d. Address the training capabilities and performance requirements. Explain how the stated training requirements relate to the stated training need.
 - e. Describe the basis for the delivery and performance schedule. If an urgent requirement prevents full and open competition, describe the reasons.
 - f. Describe the results of trade-offs between capabilities and performance requirements, cost factors, and schedule goals. Identify the best balance between these factors and describe how you arrived at this balance.
 - g. Discuss technical, cost and schedule risks associated with the acquisition. Describe actions planned or taken to reduce these risks for the Government and the contractor.
 - h. Describe plans and procedures for stimulating and encouraging industry participation in recommending appropriate application and tailoring of contract requirements. DoD Directive 5000.2R and MIL-HDBK-248 give additional information and procedures for acquisition streamlining.

4.3.4.2.2 Plan of action. This section of the acquisition plan is essentially a business strategy. It describes how to proceed through the acquisition process to achieve acquisition objectives. The plan of action should include the following:

- a. A description of potential acquisition sources, including possible small business, small disadvantaged business, and labor surplus area concerns. When appropriate, describe the results of market research.
- b. Other areas as necessary based on specific program requirements to include:
 - (1) Describe how full and open competition will be supported.
 - (2) Describe the type of contract vehicle used and why it was selected.
 - (3) Describe budget and funding provisions.
 - (4) Describe contract management methods and procedures.
 - (5) Describe final test and evaluation procedures.
 - (6) Describe initial and life cycle support requirements.
 - (7) Describe applicable Government Furnished Information (GFI) and Government Furnished Property (GFP).
 - (8) Describe security issues and procedures.
 - (9) Describe standardization issues and concepts.
 - (10) Describe foreign sales considerations.
 - (11) Describe acquisition cycle milestones.
 - (12) Describe the composition of the acquisition planning team.

4.3.5 RFP characteristics. Performance requirements, information requirements, language, and other characteristics are important considerations when preparing a RFP. The following paragraphs provide details concerning RFP characteristics.

4.3.5.1 Performance requirements in the RFP. It is necessary to include performance requirements in RFPs. RFPs will state, in performance terms, what is required of each training data product. The RFP will also state the intended use, data life-cycle maintenance requirements, necessary interfaces, and training environment for each training data product.

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RFPs may also impose training data product performance requirements as contained in MIL-PRF-29612. The offerors are free to propose any method of meeting the performance requirements. Offerors may propose alternatives, such as commercial off-the-shelf or an entirely new product, as long as the proposed product meets the performance criteria stated in the RFP. The crucial issue is that both offerors and acquisition managers must be able to determine whether the training data product and services meet the performance criteria.

4.3.5.2 RFP information requirements. Performance and data requirements, verification methods, and Government oversight must reflect the Government's minimum essential needs. A well-written training RFP has the following attributes:

- a. Specifies requirements clearly to permit the Government and offerors to estimate the probable cost, and the offeror to determine the levels of expertise, personnel, and other resources needed to accomplish the requirements.
- b. States the specific performance requirements for the training data product in such a way that the offeror knows what is required.
- c. Cites only the minimal applicable performance requirements of MIL-PRF-29612, in whole or in part, and is tailored to limit cost drivers. Selectively invokes other documents only to the extent required to satisfy the existing requirements.
- d. Cites verification requirements that the Government will impose on the offeror.
- e. Includes proposal evaluation criteria.

4.3.5.3 RFP language. RFP requirements should be written in a language style, clearly understandable to all potential offerors. The writing style should be brief and concise, and sentences should be short. Requirements must be stated explicitly, and should be logical, in chronological order, and avoid using words that allow for multiple interpretations.

4.3.5.4 Considerations for the RFP preparer(s). The acquisition manager should form an Integrated Product Team (IPT) and:

- a. Select an IPT leader who is experienced in acquisition and RFP development. The IPT leader should include as part of the team individuals experienced in areas such as acquisition, training and contracts. Depending upon the scope of the RFP objectives, specific personnel such as Subject Matter Experts (SMEs), engineers, cost analysts, etc. may be assigned to the team.
- b. Specify that the offeror's format will be acceptable for a training data product when format is not critical to product performance.
- c. State requirements in terms of training data product performance requirements instead of specifying a process.
- d. Invoke specifications and standards only when necessary. If invoked, explicitly define the part, section, or paragraph applicable to the procurement.
- e. Handbooks, service regulations, and technical orders are not written in language suitable for contract application. The RFP should state that these references are provided for guidance only, and not contract compliance.
- f. Clearly state in the RFP what criteria will be used in evaluating proposals. The writer of the RFP must create specific measurable proposal evaluation criteria to fit the training acquisition. The criteria should be stated in "Section M -- Evaluation

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Factors For Award“ of the RFP. Some examples of proposal evaluation criteria are as follows:

- (1) The offeror’s proposed approach demonstrates an understanding of the scope of the specified requirement.
- (2) The offeror's past performance demonstrates the capability for successful performance of the specific requirement.
- (3) The offeror’s proposed technical approach demonstrates a plan for the re-use of existing data.
- (4) The offeror’s proposed technical approach demonstrates an emphasis on reducing costs and promoting commercial training data products and practices.

4.3.6 Data management. Proper tailoring and scheduling of training data product submission requires particular attention by the SOW preparers. Data costs can be minimized by selectively eliminating unnecessary reports and requiring appropriately phased submissions. A review of anticipated data requirements should therefore include definition of a time line for data submission. The contractor’s format may be acceptable for submission of data products. The SOW preparer should make every effort to ensure that the CDRL(s) and DIDs reflect the minimum data required by the Government.

4.3.6.1 Data Item Description. The DID is a completed DD Form 1664 that defines the data required of a contractor. The form specifically defines the content, preparation instructions, format, and intended use of the data. Data is information inherently developed during completion of work tasks in the SOW and required for retention. DIDs do not prescribe work tasks or performance methods. After the need for delivery of data resulting from a work task has been determined, appropriate DIDs should be selected by the preparer of the SOW. The DoD Acquisition Management Systems and Data Requirements Control List (AMSDL), DoD 5010.12-L, lists all published DIDs.

4.3.6.2 Data requirements tailoring. Acquisition managers should tailor requirements specified in MIL-PRF-29612 and associated DIDs to ensure that unnecessary data is not procured. This tailoring process should result in a clear understanding by the Government and the contractor of what is required, and the specific measurable criteria by which the data product is to be examined and evaluated. When applying deletion tailoring to DID requirements the acquisition manager should delete corresponding MIL-PRF-29612 verification requirements from the RFP.

4.3.6.3 Performance specification tailoring. MIL-PRF-29612, Section 3 contains performance requirements for training data products. Section 4 contains data product verification criteria. Both the performance requirements and verification criteria may be cited in an RFP or contract. It is not mandatory for the specification to be cited in either an RFP or a contract. If it is not cited then data product performance and verification requirements should be developed and provided in its place. Specific tailoring guidance for MIL-PRF-29612 is provided herein (See Section 5). The following is provided as general performance specification tailoring guidance:

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- a. In cases where MIL-PRF-29612 is cited, it should be tailored to match the requirements of the tailored DID. Once all DIDs have been tailored to the specific requirement, the corresponding parts of MIL-PRF-29612, Sections 3 and 4, should be tailored accordingly.
- b. MIL-PRF-29612 may be tailored by deletion and the addition of verification criteria.
- c. Specific program unique requirements and verification criteria that are not listed in MIL-PRF-29612 may be needed in some instances. In those instances, the requirements and verification criteria may be cited in the appropriate section of the RFP or contract by inserting additional statements.

4.3.6.4 DID tailoring. When procuring data products, it is necessary to determine which DIDs provide the data product requirements. When the appropriate DIDs have been determined, each should be carefully reviewed to identify the minimum data required. Once the required data has been identified, the DIDs should be tailored so that only the required data is procured. DIDs are tailored by deletion only. Deletion tailoring is performed by annotating in Block 16 of the CDRL the DID paragraph(s) which are not required. (See MIL-HDBK-245D, Section 5.) Suggestions for tailoring DIDs are provided herein (See 5.1).

4.3.6.5 Use of CDRL data. Any data generated and delivered to the Government through contract performance must be identified in the CDRL. The CDRL refers to the SOW task that generates the data, and cites the DID needed for data content and format. The CDRL states necessary DID tailoring actions, sets the number of deliverable copies and who receives them, and prescribes the delivery media. The CDRL also states the data delivery schedule.

4.4 RFP/contract package preparation guidance. The content and format of the RFP package is flexible and should only include essential Government requirements. The following guidance applies to preparation of the package:

- a. The acquisition/program manager(s) should take part in developing all Sections of the Uniform Contract Format (UCF).
- b. The organization of any RFP package should conform to the UCF or the alternate forms described in the Federal Acquisition Regulations (FAR)/Defense Federal Acquisition Regulation Supplements (DFARS).
- c. The Standard Form (SF) 33 is used as the RFP cover page and includes provisions for contract award.
- d. The RFP/contract package will reflect the adequacy and accuracy of the requirements. Considerable risk may be placed on the Government and contractor when the contract package lacks adequate definition of requirements. Packages lacking an integrated Government and contractor Quality Assurance (QA) effort, through the IPT process, also present significant risk. Joint quality reviews, as part of the IPT process, are important. A well-written RFP/contract package defines these QA procedures. This, in turn, should reduce technical, schedule, and cost risks for both the contractor and the Government.

4.4.1 Contract Part I - The Schedule. Figure 2 is provided for general guidance to show the organization of the sections of the RFP/contract.

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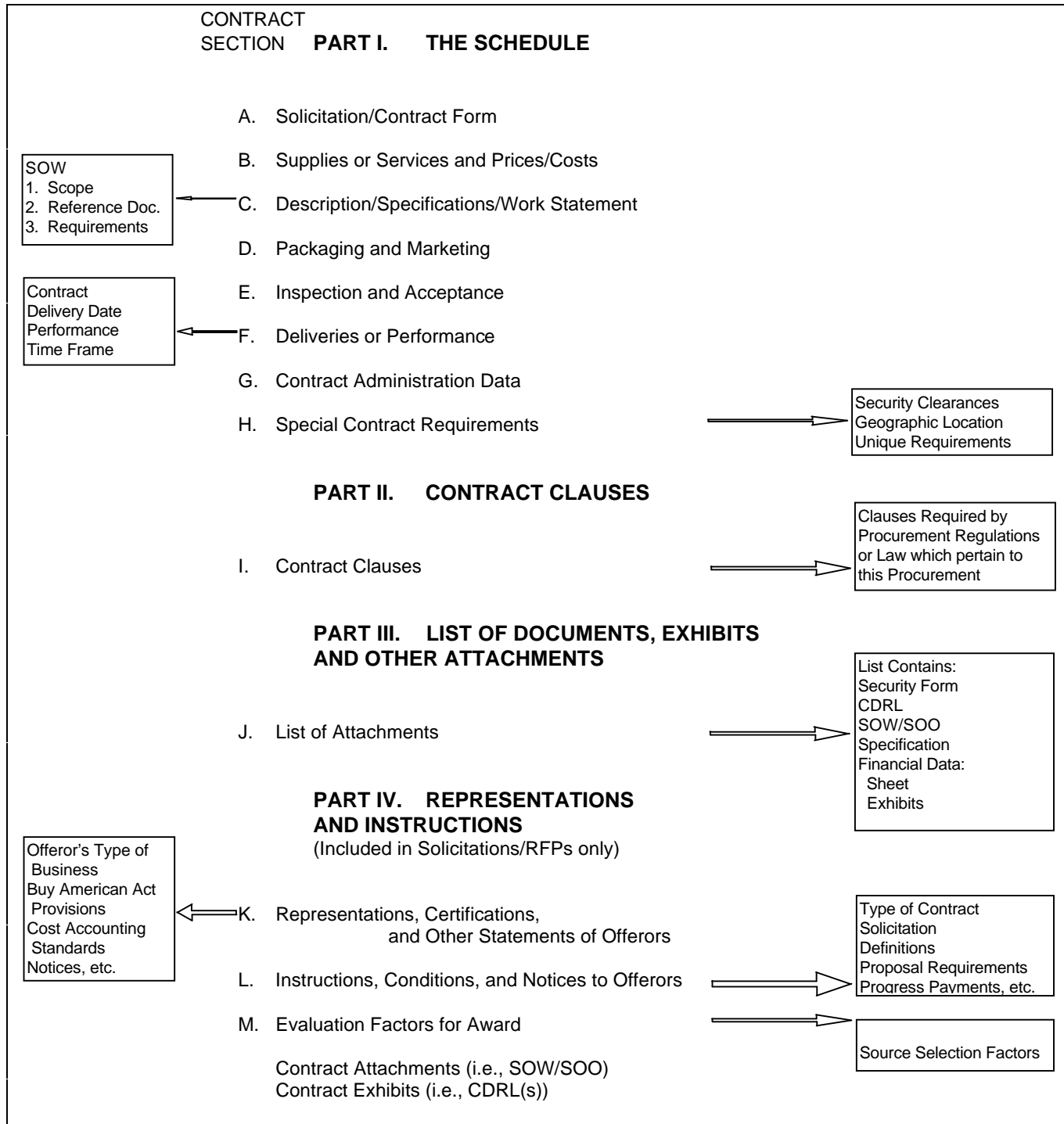


FIGURE 2. Overview of Government solicitation/contract sections (i.e., Uniform Contract Format (UCF)).

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4.4.1.1 Section A: RFP/contract form(s). Section A of the UCF package includes the front side of the SF 33, Solicitation, Offer and Award, and the DD Form 1707, Information to Offerors or Quoters. These forms provide solicitation identification data, and identify key contracting agencies and officials. The DD Form 1707 provides a summary of the solicitation purpose and scope.

- a. The SF 33 (front side) is the first page of the solicitation and includes Sections used to identify the offeror and to award the contract. The contracting officer completes the SF 33.
- b. The DD Form 1707 provides general information about the solicitation to potential offerors. This form also informs offerors about special contract provisions required by law or the FAR/DFARS. An executive summary defines the acquisition scope, briefly describes proposal submission requirements, and states the basis for award. This form or its continuation sheet also announces scheduled pre-proposal conferences and meetings. The contracting officer prepares the DD Form 1707 and continuation sheets. The contracting officer may require technical assistance in preparing the executive summary.

4.4.1.2 Section B: Supplies or services and prices/costs. This Section briefly describes the required supplies and services which are fully described in Section C. The Section B supplies and services description includes the item number, noun, and quantity required. When the solicitation purchases the conduct of training, the training services and course materials items are listed as separate Contract Line Item Numbers (CLIN). Each CLIN is cross-referenced to the Section C paragraph that specifies the performance requirement. Section B begins on the back side of the SF 33. The contracting officer prepares Section B and, if necessary, continues it on Optional Form 336, Continuation Sheet.

4.4.1.3 Section C: Descriptions/specifications/work statements. Section C is often referred to simply as the SOW. It can, however, consist of far more information than just a SOW. Section C contains those purchase descriptions, specifications, standards, and work statements which reflect the minimum needs of the Government. The following guidance applies to the development of Section C:

- a. Use specifications that apply to the acquisition. This requirement applies to any specification, standard, commercial item description, or voluntary industry standards adopted by the DoD. Use the General Services Administration Index of Federal Specifications, Standards and Commercial Item Descriptions, or the DODISS to determine document applicability.
- b. Selectively apply specifications and standards tailored to state minimum Government requirements. Training program acquisitions require unique work statements for training program analysis, design, development, implementation and evaluation.

4.4.1.4 Section D: Packaging and marking. Section D defines packaging and marking requirements to prevent deterioration and damage to supplies during shipping, handling, and storage. Accepted industry standards should meet training program packaging requirements for supplies. Identify any unique packaging and marking requirements in Section D. The

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contracting officer prepares this Section with assistance from the technical activity team members.

4.4.1.5 Section E: Inspection and acceptance. This Section provides for Government In-Process Review (IPR)/inspection, and final review and acceptance of training data products and services. The procuring activity is responsible for defining inspection and acceptance criteria for Section E.

4.4.1.6 Section F: Deliveries or performance. Section F specifies delivery instructions and procedures, delivery schedules, and delivery or performance locations and destinations. This Section also provides other information pertinent to delivery or performance of contracted supplies and services such as; provisions for stop work orders, suspension of work, and Government delay of work. The following guidance applies to preparation of Section F:

- a. Delivery and performance requirements in Section F can have an effect on overall contract costs. Overly restrictive delivery and performance schedules are costly. Avoid them except when mission essential to the requiring agency.
- b. If the delivery or performance schedule is a source selection factor, ensure Section F clearly describes the basis for this evaluation. Source selection information and evaluation criteria in Sections L and M should also reflect this requirement.
- c. When allowed by the contract, Section F includes provisions for delayed or partial delivery of supplies or services. Also include procedures for accepting and processing delivery orders in Section F.

4.4.1.7 Section G: Contract administration data. Section G provides required information and data concerning accounting and appropriation, and general contract administration procedures. The following guidance applies to preparation of Section G:

- a. There are many regulatory requirements associated with cost accounting and appropriation procedures which are beyond the scope of this document. The contracting officer and appropriate financial advisor should develop this Section. Review applicable agency regulations before completing Section G.
- b. Identify the procuring contracting officer, contract manager, and the contractor's contract administrator. This Section provides addresses for delivery orders, and each Service and agency point of contact authorized to issue delivery orders.
- c. Provide information about the preparation and submission of required contract administration reports which are not in the CDRL(s).

4.4.1.8 Section H: Special contract requirements. Section H includes special contractual requirements not included in Section I, Contract Clauses, or another Section of the contract. The complete contract development team should develop this Section because it may contain contract provisions affecting functional areas such as contracting, finance, transportation, technical requirements, and data requirements. The following guidance applies to preparation of Section H:

- a. Define Government rights to technical data and training software when contract clauses in Section I are not adequate. Take special care to protect the

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Government's rights to unique training support software developed during contract performance. Require full Government rights to change, copy, and distribute support software.

- b. Include provisions for control of Government owned or furnished authoring languages or systems. Define specific procedures to control making and distributing copies of this software. This is especially true of commercial software programs licensed to the Government and provided as GFP to the contractor.

4.4.2 Contract Part II and Section I: Contract clauses. Section I contains all contract clauses required by law, the FAR, and agency FAR Supplements that apply to any contract resulting from the RFP. Section I includes contract clauses not required in other contract Sections. Each part of the FAR includes a subpart titled Contract Clauses. This FAR subpart provides instructions on clauses required by the particular part or subpart of the FAR. This subpart also describes contracting situations that warrant alternate clause formats. The following guidance applies to preparation of Section I:

- a. The contracting officer prepares Section I, however, other members of the contract development team should assist in this effort.
- b. The FAR includes contract clauses covering a wide range of Government requirements. These clauses also have alternative formats for tailoring the particular clause to specific RFP/contract requirements. The entire contract development team should help the contracting officer determine which clause format best represents the needs of the Government. The organization responsible for technical requirements should determine which warranty clause and format is correct for the particular training acquisition.

4.4.3 Contract Part III and Section J: List of documents, exhibits, and other attachments. Part III, Section J of the contract serves as an index of documents, exhibits, and other attachments to the contract package. List each document, exhibit, and attachment by title, date, and number of pages. Attachments identified in Section J are an integral part of the package. List and attach specifications and standards not listed in the DODISS. Also list and provide plans, drawings, and other documents not included in appropriate indexes, and DIDs not included in the AMSDL. Identify and provide any document cited in the SOW that is not available from an established distribution source. Include documents listed in Section J as contract attachments following Section M. The contracting officer prepares Section J, however, other team members should provide assistance.

4.4.4 Contract Part IV: Representations and instructions. Sections K, L, and M apply only to RFPs. They are contained at the end so that when the contract is awarded, they can be removed.

4.4.4.1 Section K: Representations, certifications, and other statements of offerors (incorporated by reference). Section K identifies requirements for contractor representations, certifications, and binding statements. Usually, these requirements are identified by contractual clauses in Section I. The contracting officer prepares Section K after preparing other Sections. Contract clauses in other Sections may specify a contractor representation, certification, or binding statement.

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4.4.4.2 Section L: Instructions, conditions, and notices to offerors. Use this Section to provide information, instructions and RFP provisions not included in other Sections. Provide information to guide contractors in preparing proposals or quotations. Section L may also include contract clauses by reference as in Section I and other Sections. The following guidance applies to preparation of Section L:

- a. Instruct prospective offerors to submit proposals in several parts to meet agency requirements. Technical, and costing or pricing data should be in separate parts of the proposal. This eliminates the need for the contracting officer to separate the costing information from the package before giving it to the technical evaluation team. Additional instructions on proposal format may also include parts on management and administrative data. Also identify requirements to include technical literature with the proposal.
- b. A good proposal structure helps to conduct an efficient source selection evaluation. Clearly describe the required proposal structure in this Section. Provide detailed instruction on the organization, content, and format of the offeror's proposal. Ensure that Section L proposal requirements match those in Section C. Also match Section L information with evaluation factors and criteria in Section M. A concurrent development of Sections C, L, and M will protect against inconsistencies between Sections. As the Sections are being written, determine how to evaluate the requirement and how the contractor's proposal should address each requirement.
- c. Include any provisions for excluding an offeror's proposal as being frivolous or unresponsive in this Section. Give the offeror enough information about what is considered frivolous or unresponsive to prevent any misunderstandings.
- d. Provide instructions on how to obtain copies of documents cited that are not provided with the package.
- e. If questionnaires are used in the RFP, explain how they will be used and their impact on source selection. Offeror's responses to questionnaires can provide valuable information about the capabilities of the offeror to perform contract requirements.
- f. Section L may also prescribe qualification demonstrations by offerors in the competitive range. A demonstration of qualifications may include:
 - (1) Under these provisions, the contracting officer may require that the offeror has already demonstrated the ability to perform training development contract work. The contracting officer includes these contractors on a Qualified Bidders List.
 - (2) Another approach allowed by the FAR is to require the offeror to show their qualifications through presentation of a live demonstration. The contractor would demonstrate a training program product they developed which has a comparable level of work effort and task complexity.
 - (3) Contractors may be required to develop and submit appropriate training program work samples based upon information provided in the RFP.
 - (4) If Section L includes a qualification requirement, you must also include appropriate FAR, DFARS, and agency FAR supplement provisions. Describe specific requirements for the qualification demonstration and how the results will affect source selection.

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4.4.4.3 Section M: Evaluation factors for award. Section M provides information about how the Government will evaluate proposals during the source selection process. Section M identifies all source selection factors, including cost or price, and any significant subfactors affecting contract award. This Section must also state the relative importance the Government places on those evaluation factors and subfactors. The Government is not required to identify specific weighting or point values assigned to each factor or subfactor. The following guidance applies to preparation of Section M:

- a. An identification of significant evaluation factors and subfactors should have been made during development of the source selection plan, and development of Sections C and L. Complete Section M by adding information about the relative importance of evaluation factors and significant subfactors.
- b. All source selections include an evaluation of price or total cost to the Government. However, lowest price or cost is not always the deciding source selection factor. The Government may select the source whose proposal offers the greatest or best value to the Government.
- c. Source selection criteria must also include quality factors. Express quality as technical excellence, management capability, personnel qualifications, experience, past performance, and schedule compliance. Include other factors, like cost realism.
- d. Section M must address how samples will be used in source selection when offerors are required to develop and submit work samples based upon a scenario and materials provided in the RFP package. Section M must also describe the relative importance placed on the work sample.
- e. The FAR gives specific source selection requirements and procedures. Review each of these references, and appropriate agency FAR supplements and regulations during source selection plan development. Perform this review before preparing Section M.

4.5 Source selection plan. Develop a comprehensive source selection plan. A comprehensive plan will thoroughly evaluate and quantify each evaluation factor and subfactor. Broad discretion is allowed in defining the applicable evaluation factors and the relative importance of those factors. The source selection plan is prepared prior to the issuance of the RFP and may contain the following:

- a. Technical evaluation plan.
- b. Requirements for an evaluation team.
- c. Evaluation procedures.
- d. Proposal formats and grading schemes.
- e. Requirements for cost evaluation.
- f. Requirements for evaluation reports.

4.6 Solicitation process. The solicitation for contractor proposals begins after development and approval of all necessary acquisition documents. The solicitation process involves publicizing the Government's requirements for information, quotes or proposals. This publicity covers a specific package of information, specifications, or work requirements. The Government uses contractor packages to refine requirements, or to negotiate a contract.

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4.6.1 Types of solicitation packages. The basic structure of each type of solicitation package is the same. However, each type serves a specific purpose in the acquisition system.

4.6.1.1 Requests for Information (RFI). The RFI is a procedure in which information is solicited from industry to aid in defining Government requirements. Determine whether or not a RFI will be required during acquisition planning.

- a. During the RFI process a package is submitted to industry for their comments and recommendations. The RFI process is used only when necessary information is not available using more economical or less formal methods.
- b. The RFI is an alternate information source when other sources are inadequate. The RFI is used to gather additional technical information about the requirement. It is also used to obtain industry comments and recommendations for acquisition streamlining, and to involve industry in the acquisition.
- c. Certain approval processes must be followed before a RFI is issued. Responses cannot be used to award a contract. Responses to the RFI may be used by the Government to better define the requirements in a RFP.

4.6.1.2 Request for proposal. The RFP is used to obtain contractor proposals that can be the basis for contract award. The RFP consists of a complete solicitation package containing all of the Government's requirements.

4.6.2 Publicity requirements. Certain publicity requirements must be satisfied before the RFP package is distributed to prospective offerors. The contracting officer ensures publicity requirements are met. A synopsis of the acquisition requirement is advertised in the Commerce Business Daily under the Section titled "Training Services" before the RFP package is distributed. This advertisement informs contractors how to request a copy of the RFP package from the contracting officer.

- a. The contracting officer mails the RFP package to all prospective offerors who requested one. The acquisition manager may provide a list of potential contractors and their addresses to the contracting officer. The contracting officer mails the contractors a copy of the package.
- b. The contracting officer notifies contractors of the minimum amount of time, from the RFP distribution date, to review the package and submit a proposal.
- c. The FAR allows and encourages open communication with industry before completing the RFP package. This communication promotes an understanding of Government requirements, and fosters full and open competition. There is a point where this communication must cease; the contracting officer will ensure that all acquisition team members know when that time has arrived. After that time, all communication between contractors and the Government is performed via the contracting officer.

4.6.3 Pre-RFP conference. A pre-RFP conference is appropriate in circumstances where Government requirements are complex. Complex requirements may warrant better information flow to industry before issuing the RFP. Extremely complex training program acquisitions may justify having a pre-RFP conference. However, discuss this possibility with

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the contracting officer during development of the acquisition plan; the need and justification for a pre-RFP conference will be identified at that time.

- a. A RFI package is mailed to prospective offerors. This package should include questions about perceived weaknesses in the package. Develop questions about those requirement areas that may require discussion in the pre-RFP conference. Otherwise, prepare these questions for discussion at the conference.
- b. The purpose of the pre-RFP conference is to:
 - (1) Develop or identify interested sources.
 - (2) Request preliminary information based upon a general description of the Government's requirements.
 - (3) Explain complex specifications and requirements not easily communicated through a written document.
 - (4) Aid prospective offerors in later submitting responsive proposals without undue use of effort, time and money.
- c. The acquisition/program manager should assist the contracting officer with the conduct of the pre-RFP conference. The manager explains and clarifies Government requirements. The manager should understand the purpose of these conferences and recognize when a pre-RFP conference would benefit the acquisition process.

4.6.4 Pre-proposal conference. When a pre-proposal conference is required, the contracting officer notifies all prospective offerors. The purpose of the pre-proposal conference is to discuss requirements with contractors after they study the package. The use of pre-proposal conferences is normally a good strategy. The conference allows you to discuss actual requirements with the contractors and explain specific proposal package content and format requirements. It also provides an opportunity to ensure the prospective offerors are aware of specific contract clauses. The acquisition/program manager should:

- a. Be prepared to discuss all requirements identified in Section C of the RFP package, including; delivery schedules, proposal formats, evaluation factors and criteria, and other areas. Also be prepared to discuss any RFP Section which is not the specific responsibility of the contracting officer. It may, therefore, be wise to have a representative from the technical activity also attend the conference.
- b. Discuss source selection information included in Section M of the RFP only in general terms. Carefully avoid discussing specific values assigned to evaluation factors and significant subfactors.

4.6.5 Amending the RFP. When the Government changes, relaxes, increases, clarifies or otherwise modifies its requirements, the contracting officer issues a written amendment to the RFP. The contracting officer issues amendments using a SF 30, Amendment to Solicitation/Modification of Contract. The contracting officer can issue RFP amendments both before and after receipt of proposals.

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4.7 Proposal evaluation. Evaluate contractor proposals following the procedures in the source selection plan.

4.7.1 Technical evaluation. Technical proposals are evaluated according to the technical evaluation plan which should be developed as part of the source selection plan.

4.7.2 Cost evaluation. The contracting officer ensures cost evaluation is performed. The cost evaluation is usually performed by a trained cost analyst. The cost evaluation will address life cycle costs, cost realism and, when appropriate, "should cost" analysis. The technical evaluation team should not have access to cost data prior to conducting the technical evaluation. This information could influence a team member's objectivity.

4.7.3 Correction of minor proposal errors. Proposals which are basically sound but have some minor technical or cost errors do not need to be eliminated. Provide contractors the opportunity to correct minor proposal errors when the proposal is otherwise competitive.

4.7.4 Evaluation reports. Evaluation reports are generated as a result of the technical and cost evaluations. The evaluation reports are key documents in the final source selection and contract award. It is critical, therefore that they be clear, concise, and objective.

4.8 Source selection and contract award. The contracting officer reviews the evaluation reports, and starts the final source selection and contract award process. The contracting officer determines which offerors are in the competitive range based upon the results of the technical and cost evaluations. Based upon evaluation of the remaining competitive offerors, the source selection authority selects the successful contractor.

4.9 Types of contracts. The acquisition/program manager should know the different types of contracts available to use in training acquisitions and basic differences between them. The program manager should work closely with the contracting officer to determine the type of contract most appropriate for a particular acquisition.

5. DETAILED RFP GUIDANCE FOR TRAINING DATA PRODUCT REQUIREMENTS

5.1 Detailed guidance. This section provides information and suggested guidance for training data products to be used in the preparation of RFPs. The guidance contained in this section includes the application, tailoring, and interfaces among MIL-PRF-29612 and related DIDs, and an RFP. Information and guidance contained in this section covers all training data products. Depending on the scope of the procurement and data product requirements, the guidance contained in this section should be selectively applied. See Appendix B for additional information concerning tailoring of training data product requirements.

5.1.1 Training situation document. The purpose of the training situation document is to verify the efficiency of a training system to meet existing training needs and to survey training programs and technologies for applicability to new training needs.

5.1.1.1 Overview of the training situation analysis. A training situation analysis is performed at appropriate decision points in the training program. It may be appropriate when

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preparing for a modification to a training program due to the introduction of new weapon systems. It may also be appropriate when the efficiency of an existing training program requires verification. The following is a list of efforts that may be performed in accomplishing the training situation analysis. This list is provided as information to the acquisition manager and is not all inclusive. Efforts include:

- a. Analyze the existing situation.
- b. Develop a situation statement.
- c. Develop impact statements.
- d. Identify solutions/alternatives.
- e. Develop recommendations.
- f. Analyze similar systems.
- g. Identify optimal number and mix of training equipment and optimal simulation and instructional features for each type of training equipment under study.
- h. Develop state-of-the-art assessment.

5.1.1.2 Sample RFP language for the training situation analysis. The following are provided as examples of language for “Section L - Instructions, Conditions, and Notices to Offerors” of an RFP. As each training requirement is unique, language must be written for each RFP that reflects the actual training need.

- a. Sample #1 is as follows:

“The offeror shall provide a summary of previous experience in conducting training situation analyses. The offeror shall also define the management and technical processes to be used for the training situation. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

1. *Method(s) for collecting the existing situation data.*
2. *Method(s) for developing the situation statement.*
3. *Method(s) for developing the impact statement.*
4. *Method(s) for determining solutions/alternatives.*
5. *Method(s) for determining recommendations.”*

- b. Sample #2 is as follows:

“The offeror shall provide a summary of previous experience in conducting training technology assessments. The offeror shall also define the management and technical processes to be used for the training technology assessment. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

1. *Method(s) for determining similar systems.*

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2. *Method(s) for determining similar training programs.*
3. *Method(s) for conducting the commonality analysis.*
4. *Method(s) for conducting the state-of-the-art assessment.”*

5.1.1.3 Data requirements tailoring for the training situation document. DID number DI-ILSS-81517, Training Situation Document, identifies the data requirements for an evaluation of the efficiency of existing training systems and emerging systems relative to current system similarities. The data provided in a training situation document can serve as the baseline to influence the eventual design, development, and operation of a training system. The following are some suggestions for tailoring DI-ILSS-81517:

- a. In cases where only a training situation analysis is required, suggest deleting paragraphs 10.2.3 through 10.2.3.6.
- b. In cases where only a training technology assessment is required, suggest deleting paragraphs 10.2.1 through 10.2.2.4.9.

5.1.1.4 Specification tailoring for the training situation document. MIL-PRF-29612, Performance Specification, Training Data Products, paragraph 4.3.1, contains the verification criteria for data to be provided in a training situation document. The following are some suggestions for tailoring the specification:

- a. In cases where only a training situation analysis is required, suggest deleting verification criteria noted in paragraphs 4.3.1.1d and e.
- b. In cases where only a training technology assessment is required, suggest deleting verification criteria noted in paragraphs 4.3.1.1a, b, and c.

5.1.2 Instructional performance requirements document. This document provides mission, and collective and individual task information. This document also provides listings of knowledge, skills, attitudes, and learning objectives for the tasks that have been selected for training. The instructional performance requirements document contains data necessary to support the design of a training program.

5.1.2.1 Overview of the instructional performance requirements analysis. The types of analysis which should be conducted to determine instructional performance requirements include mission, procedures (operator and maintenance tasks), and content and structure (academic discipline). The following is a list of efforts that may be performed in accomplishing the instructional performance requirements analysis. This list is provided as information to the acquisition manager and is not all inclusive. Efforts include:

- a. Identify individual and collective training tasks.
- b. Analyze individual and collective training tasks.
- c. Develop performance measures and performance levels, and identify affected occupational skill areas.
- d. Determine prerequisite knowledge, skills, and attitudes of trainees entering the training program.
- e. Identify learning objectives, learning types and levels, and instructional methodology of each learning objective.

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- f. Identify required sensory stimuli to support each learning objective.
- g. Determine instructional setting, course mission, length, and class size.
- h. Develop Individual Training Standards (ITS).

5.1.2.2 Sample RFP language for the instructional performance requirements analysis.

The following are provided as examples of language for “Section L - Instructions, Conditions, and Notices to Offerors” of an RFP. As each training requirement is unique, language must be written for each RFP that reflects the actual training need.

- a. Sample #1 is as follows:

“The offeror shall provide a summary of previous experience in conducting instructional performance requirements analyses. The offeror shall also define the management and technical processes to be used for the analysis of instructional performance requirements. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

1. *Mission analysis.*
2. *Task analysis.*
3. *Training task development and analysis.*
4. *Development of performance measures and levels.*
5. *Development of learning objectives.*
6. *Determining the types and instructional methodology of each learning objective.*
7. *Determining the course mission, course length, class size, and instructional setting.*
8. *Identifying the media required to support the training program.*
9. *ITS development.”*

- b. Sample #2 is as follows:

“The offeror shall provide a summary of previous experience in conducting instructional performance requirements analyses. The offeror shall also define the management and technical processes to be used for the analysis of instructional performance requirements. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

1. *Mission analysis.*
2. *Task analysis.*
3. *Personnel performance profiles development.*
4. *Development of performance measures and levels.*
5. *Development of learning objectives.*

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6. *Determining the types and instructional methodology of each learning objective.*
7. *Determining the instructional setting, course mission, length, and class size.*
8. *Identifying the media required to support the training program.”*

5.1.2.3 Data requirements tailoring for the instructional performance requirements document. DID number DI-ILSS-81518, Instructional Performance Requirements Document, identifies the data requirements for mission, collective, individual, and occupational training tasks. It also provides data requirements for knowledge, skills, and learning objectives for the tasks that have been selected for training. Data provided in an instructional performance requirements document can serve as the baseline to support the design of a training program. The following are some suggestions for tailoring DI-ILSS-81518:

- a. In instances where the training program is needed to support Army, United States Air Force (USAF), or United States Marine Corps (USMC) complex major weapon systems or equipment for new development, suggest deletion of DID paragraphs 10.2.6.7 through 10.2.6.11.
- b. In instances where mission information is not required, suggest delete DID paragraph 10.2.3.1.

5.1.2.4 Specification tailoring for the instructional performance requirements document. MIL-PRF-29612, Performance Specification, Training Data Products, paragraph 4.3.2, contains the verification criteria for data to be provided in an instructional performance requirements document. The following are some suggestions for tailoring the specification:

- a. In instances where the training program is needed to support Army, USAF, or USMC complex major weapon systems or equipment for new development, suggest deleting verification criteria noted in paragraph 4.3.2.11.
- b. In cases where mission information is not required, suggest deleting verification criteria noted in paragraph 4.3.2.1a.

5.1.3 Instructional media requirements document. The instructional media requirements document provides specifications for the media selection model used, a description of primary and alternate media requirements, and functional requirements for the instructional delivery system. Its purpose is to serve as the baseline for instructional media performance specifications.

5.1.3.1 Overview of the instructional media requirements analysis. Prior to the development of the instructional delivery systems (e.g., training devices, training equipment, training aids, interactive courseware), an instructional media requirements analysis should be performed. The results of the analysis will provide the baseline for performance specifications that may be used in an RFP for the instructional delivery system(s). The following is a list of efforts that may be performed in accomplishing the instructional media requirements analysis. This list is provided as information to the acquisition manager and is not all inclusive. Efforts include:

- a. Identify the media selection model to be used.

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- b. Determine the media selection/allocation process to be used.
- c. Determine the sensory stimulus requirements (e.g., motion, color, sound) needed to support the learning objectives.
- d. Match the sensory stimulus requirements to the media features.
- e. Determine the most cost effective instructional delivery system that supports the training requirement.
- f. Determine the training system functional characteristics required to support the training requirement.
- g. Determine the training instructional delivery system support requirements.

5.1.3.2 Sample RFP language for the instructional media requirements analysis. The following is provided as an example of language for “Section L - Instructions, Conditions, and Notices to Offerors” of an RFP. As each training requirement is unique, language must be written for each RFP that reflects the actual training need.

- a. Sample #1 is provided as an example for a media selection model RFP, as follows:

“The offeror shall provide a summary of previous experience with training media selection models. The offeror shall also define the management and technical processes to be used for the instructional media requirements analysis. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

- 1. *Method(s) for identifying sensory stimulus requirements and media features.*
- 2. *Method(s) for using sensory stimulus requirements and media features in selecting an instructional delivery system.*
- 3. *Procedure for using the course outline in media selection.*
- 4. *Process for identifying constraints that could impact media selection.”*

- b. Sample #2 provides an example for a media selection analysis RFP, as follows:

“The offeror shall provide a summary of previous experience in conducting instructional media analysis. The offeror shall also define the management and technical processes to be used for the instructional media analysis. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

- 1. *The procedure for selecting candidate alternative instructional delivery systems.*
- 2. *The procedure for applying constraints on media selection.*
- 3. *The procedure for identifying sensory stimulus requirements for learning objectives.*
- 4. *The procedure for using sensory stimulus requirements and media features in*

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- selecting an instructional delivery system.*
 - 5. *The procedures for allocating media.*
 - 6. *The procedure for evaluating instructional delivery system alternatives.”*
- c. Sample #3 provides an example for an instructional delivery system functional characteristics analysis RFP, as follows:

“The offeror shall provide a summary of previous experience in conducting instructional delivery system functional characteristics analysis. The offeror shall also define the management and technical processes to be used for the instructional delivery system functional characteristics analysis. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

1. *Method(s) for determining the training considerations which form the basis for functional characteristics of the instructional delivery system.*
2. *Method(s) for determining functional characteristics requirements.*
3. *The method(s) for determining training system support requirements during the design of training.”*

- d. Sample #4 provides an example for a training system modification requirements determination, as follows:

“The offeror shall provide a summary of previous experience in conducting training system modification requirements determination. The offeror shall also define the management and technical processes to be used for a training system modification requirements determination. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

1. *The process of identifying the relationship between training deficiencies and training system modification requirements.*
2. *The method(s) for estimating the impact on training resources and training capability as a result of the modification.”*

5.1.3.3 Data requirements tailoring for the instructional media requirements document. DID number DI-ILSS-81519, Instructional Media Requirements Document, identifies content and format requirements. This document’s purpose is to identify the media selection model specifications, provide a description of the primary and alternate instructional delivery systems applicable to the training requirement, and provide a definition of the functional requirements for the recommended instructional delivery system. The data provided in an instructional media requirements document can serve as the baseline for an instructional delivery system performance specification, and support the life-cycle configuration management of a training program. The following are some suggestions for tailoring DI-ILSS-81519:

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- a. In cases where a media selection model is not required, suggest deleting paragraph 10.2.2.
- b. In instances where only a media selection analysis is required to determine the most efficient and cost effective media, suggest deletion of all except paragraphs 10.2.3 through 10.2.3.3.
- c. In instances requiring only modifications to an existing training system, suggest deletion of all except paragraph 10.2.5.

5.1.3.4 Specification tailoring for the instructional media requirements document. MIL-PRF-29612, Performance Specification, Training Data Products, paragraph 4.3.3, contains the verification criteria for data to be provided in an instructional media requirements document. The following are some suggestions for tailoring the specification:

- a. In instances where a computer operated media selection model is the only requirement, suggest deleting all verification criteria except those noted in paragraph 4.3.3.1a.
- b. In instances where computer-based courseware or interactive courseware is needed, all examinations may be appropriate.
- c. In cases where only a modification to an existing training system is required, suggest deleting all verification criteria except those noted in paragraph 4.3.3.1i.

5.1.4 Instructional media design package. The instructional media design package provides the design documentation for the development and production of courseware.

5.1.4.1 Overview of the instructional media design. The media analysis results may indicate a need for different types of media delivery methods (paper-based, computer-based, and/or interactive courseware) to support a training requirement. The purpose of instructional media design is to document an agreed upon design of courseware to include the level of interactivity, conventions, audio and visual features requirements, and the overall course structure. When completed and agreed upon, the instructional media design becomes the standard for courseware evaluation, and is one of the elements used in life-cycle configuration management of the courseware. The following is a list of efforts that may be performed in accomplishing the instructional media design analysis. This list is provided as information to the acquisition manager and is not all inclusive. Efforts include:

- a. Identify the tasks and learning objectives that are to be supported for the courseware.
- b. Determine the overall course and lesson design strategies.
- c. Determine the estimated course duration.
- d. Develop courseware interface design and controls.
- e. Develop lesson formats.
- f. Determine the instructional theory, model, and description to be used as the basis for instructional strategies employed in the courseware.

5.1.4.2 Sample RFP language for the instructional media design. The following is provided as an example of language for "Section L - Instructions, Conditions, and Notices to

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Offerors” of an RFP. As each training requirement is unique, language must be written for each RFP that reflects the actual training need.

“The offeror shall provide a summary of previous experience in developing instructional media design data. The offeror shall also define the management and technical processes to be used for the development of an instructional media design. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

1. *The method(s) for identifying the tasks and learning objectives that are to be supported by the courseware.*
2. *The method(s) for determining the overall course and lesson design strategies.*
3. *The method(s) for estimating the course duration.*
4. *The method(s) for developing courseware interface design and controls.*
5. *The method(s) for developing lesson formats.”*

5.1.4.3 Data requirements tailoring for the instructional media design package. DID number DI-ILSS-81520, Instructional Media Design Package, identifies the content and format requirements for design criteria for courses and lessons. The data provided in an instructional media design package can serve as the baseline for courseware production. The following are some suggestions for tailoring DI-ILSS-81520:

- a. In instances where only a lesson format guide is required, suggest deletion of all DID paragraphs except 10.2.4.6.
- b. In instances where computer-based courseware or interactive courseware is needed, all data content requirements of this DID may be needed.
- c. In instances where Defense Instructional Technology Information System (DITIS) data is required do not delete DID paragraph 10.2.2.

5.1.4.4 Specification tailoring for the instructional media design package. MIL-PRF-29612, Performance Specification, Training Data Products, paragraph 4.3.4, contains the verification criteria for data to be provided in an instructional media design package. The following are some suggestions for tailoring the specification:

- a. In instances where only paper-based courseware is required, suggest deleting verification criteria noted in paragraphs 4.3.4.1g, h, and i.
- b. In instances where computer-based courseware or interactive courseware is needed, all examinations may be appropriate.

5.1.5 Training program structure document. The training program structure document provides training planning data and training course control data. This information is relative to long-range training program resource requirements, for personnel and equipment, and their implementation. This training data product documents the detailed configuration baseline of a training course.

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5.1.5.1 Overview of the training program structure determination. Prior to the development of a training course, long-range planning for resource requirements and determination of the overall course structure should be conducted. (The results of the training situation analysis can provide a basis for the long-range resource planning, and the instructional design results can provide the basis for the course structure preparation.) The following is a list of efforts that may be performed in accomplishing the training program structure determination. This list is provided as information to the acquisition manager and is not all inclusive. Efforts include:

- a. Identify the training mission requirement.
- b. Determine the overall training requirement.
- c. Determine the overall training strategy.
- d. Identify course data.
- e. Develop milestones.
- f. Identify resource requirements and their availability.
- g. Develop the course outline of instruction.

5.1.5.2 Sample RFP language for the training program structure determination. The following are provided as examples of language for "Section L - Instructions, Conditions, and Notices to Offerors" of an RFP. As each training requirement is unique, language must be written for each RFP that reflects the actual training need.

- a. Sample #1 is provided as an example for an RFP for training planning data, as follows:

"The offeror shall provide a summary of previous experience in developing training planning data. The offeror shall also define the management and technical processes to be used for the development of training planning data. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

1. *Method(s) for developing training planning data.*
2. *Method(s) for determining resource requirements and availability.*
3. *Method(s) for determining follow-on training recommendations.*
4. *Method(s) for developing course data, including justification and impact."*

- b. Sample #2 provides an example for an RFP for training course data, as follows:

"The offeror shall provide a summary of previous experience in developing training course data. The offeror shall also define the management and technical processes to be used for the development of training course data. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

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1. *The method(s) for developing training course descriptive data.*
2. *The method(s) for developing course and curriculum outline of instruction and course summary data.*
3. *The process for estimating profile item-to-topic objective assignments.*
4. *The method(s) for developing a fault applicability list.*
5. *The method(s) for identifying resources required.”*

5.1.5.3 Data requirements tailoring for the training program structure document. DID number DI-ILSS-81521, Training Program Structure Document, identifies the content and format requirements for training planning data and training course data. The data provided in a training program structure document identifies the detailed configuration baseline of a training course. The following are some suggestions for tailoring DI-ILSS-81521:

- a. In instances where only training planning data is required, suggest deletion of paragraphs 10.2.3 through 10.2.3.15.
- b. In instances where only training course data is required, suggest deletion of paragraphs 10.2.2 through 10.2.2.7.

5.1.5.4 Specification tailoring for the training program structure document. MIL-PRF-29612, Performance Specification, Training Data Products, paragraph 4.3.5, contains the verification criteria for data to be provided in a training program structure document. The following are some suggestions for tailoring the specification:

- a. In instances where only training planning data is required, suggest deleting verification criteria noted in paragraph 4.3.5.1e.
- b. In instances where only training course data is required, suggest deleting verification criteria noted in paragraphs 4.3.5.1a through 4.3.5.1d.

5.1.6 Course conduct information package. The course conduct information package provides data required by the Government to support outsourcing the conduct of training. This data will provide sufficient information to permit an accurate evaluation of a trainee's capabilities to meet all learning objectives of a course and identifies prerequisite skills and knowledge of trainees entering the course. The course conduct information package also provides information for trainees regarding the training syllabus, training organization, operating, scheduling, etc. It also provides information on an evaluation of the trainee's performance, the trainee evaluation of training, and a certificate of completion of training for the trainee.

5.1.6.1 Overview of the course conduct information development. The course conduct information package should be developed in cases where a contractor is to be conducting the training. (In cases where Government furnished information (e.g., lesson plan, trainee guide, tests, ICW) is provided to support contractor conducted training, acquisition of additional data products may be needed.) The following is a list of efforts that may be performed in accomplishing the course conduct information development. This list is provided as information to the acquisition manager and is not all inclusive. Efforts include:

- a. Development of trainee orientation guidance.

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- b. Development of training course standards.
- c. Development of trainee materials.
- d. Development of trainee and training course completion information.

5.1.6.2 Sample RFP language for the course conduct information development. The following is provided as an example of language for “Section L - Instructions, Conditions, and Notices to Offerors” of an RFP. As each training requirement is unique, language must be written for each RFP that reflects the actual training need.

“The offeror shall provide a summary of previous experience in developing course conduct information packages. The offeror shall also define the management and technical processes to be used for the course conduct information package. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

1. *Method(s) for determining trainee orientation guidance.*
2. *Method(s) for determining training course standards.*
3. *Method(s) for developing trainee materials.*
4. *Method(s) for determining trainee and training course completion information.”*

5.1.6.3 Data requirements tailoring for the course conduct information package. DID number DI-ILSS-81522, Course Conduct Information Package, identifies the data requirements for an evaluation of a trainee’s capabilities, information for trainees regarding the course, and an evaluation of the trainee’s performance. The following are some suggestions for tailoring DI-ILSS-81522:

- a. In instances where only training course standards data is required, suggest deleting all paragraphs except 10.3.3 through 10.3.3.4.3.
- b. In instances where only trainee and training course completion data is required, suggest delete all paragraphs except 10.3.5 through 10.3.5.7.

5.1.6.4 Specification tailoring for the course conduct information package. MIL-PRF-29612, Performance Specification, Training Data Products, paragraph 4.3.6, contains the verification criteria for data to be provided in a course conduct information package. The following are some suggestions for tailoring the specification:

- a. In cases where only training course standards data is required, suggest deleting all verification criteria except those noted in paragraphs 4.3.6.1b and c.
- b. In cases where only trainee and training course completion data is required, suggest deleting all verification criteria except those noted in paragraphs 4.3.6.1f through h.

5.1.7 Training conduct support document. The training conduct support document provides specific definition and direction to the instructor and trainees on learning objectives,

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equipment, and instructional media for use during the conduct of training. It also provides updates to course materials for life cycle maintenance of the training course.

5.1.7.1 Overview of the training conduct support document development. Prior to the conduct of in-service formal training, a written outline should be developed which provides specific definition and direction for the instructor and trainee. (For contractor conducted training, it may not be necessary for Government procurement of training conduct support documentation.) The following is a list of efforts that may be performed in accomplishing the training conduct support document development. This list is provided as information to the acquisition manager and is not all inclusive. Efforts include:

- a. Develop course administrative information.
- b. Develop course introduction information.
- c. Develop instructional materials sequenced to ensure maximum transfer of knowledge.
- d. Develop instructional materials which enhance the trainee's mastery of those knowledge and skills for a given subject.
- e. Develop instructional materials structured to be utilized as a self-paced instructional system which will allow for the trainee to develop skills without the oversight or assistance of an instructor.
- f. Develop instructional visual aids to be used by the instructor in the conduct of the course.
- g. Develop training materials change data.

5.1.7.2 Sample RFP language for the training conduct support document development. The following are provided as examples of language for "Section L - Instructions, Conditions, and Notices to Offerors" of an RFP. As each training requirement is unique, language must be written for each RFP that reflects the actual training need.

- a. Sample #1 is provided as an example for a lesson plan requirement RFP, as follows:

"The offeror shall provide a summary of previous experience in development of lesson plans and instructional visual aids. The offeror shall also define the management and technical processes to be used in the development of lesson plans and instructional visual aids. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

1. *Method(s) for developing a lesson plan.*
2. *Method(s) for identifying course administrative information.*
3. *Methodology to be used for sequencing instruction to ensure maximum transfer of knowledge.*
4. *Methodology to be used for the development of instructional visual aids. "*

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- b. Sample #2 provides an example for an On-the-Job Training (OJT) handbook RFP, as follows:

“The offeror shall provide a summary of previous experience in development of trainee guides and/or On-the-Job Training OJT handbooks. The offeror shall also define the management and technical processes to be used for development of the OJT handbooks. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

1. *Method(s) for the development of a trainee guide.*
2. *Method(s) for the development of an OJT handbook.*
3. *The method(s) for identifying essential information not contained in technical manuals.”*

5.1.7.3 Data requirements tailoring for the training conduct support document. DID number DI-ILSS-81523, Training Conduct Support Document, identifies the data requirements which provide specific definition and direction to the instructor and trainees on learning objectives, equipment, and instructional media for use during the conduct of training. The following are some suggestions for tailoring DI-ILSS-81523:

- a. In instances where only a lesson plan and trainee guide are required, suggest delete paragraphs 10.3.4 through 10.3.6.2.
- b. In instances where only an OJT handbook is required, suggest delete paragraphs 10.3.2 through 10.3.3.7 and 10.3.5 through 10.3.6.2.
- c. In instances where only an a training materials change data is required, suggest delete all paragraphs except 10.3.6 through 10.3.6.2.
- d. In instances where a specific style or format is required, suggest samples be provided as an attachment to the SOO and/or SOW. Also insert an appropriate statement in Block 16 of the CDRL, such as, “Block 4: Delete paragraph 10.1. The style and format shall be in accordance with Attachment ____.”

5.1.7.4 Specification tailoring for the training conduct support document. MIL-PRF-29612, Performance Specification, Training Data Products, paragraph 4.3.7, contains the verification criteria for data to be provided in a training conduct support document. The following are some suggestions for tailoring the specification:

- a. In instances where only a lesson plan and trainee guide are required, suggest deleting verification criteria noted in paragraph 4.3.7.1e through h.
- b. In instances where only an OJT handbook is required, suggest deleting all verification criteria except those noted in paragraphs 4.3.7.1a and e.
- c. In instances where only training materials change data is required, suggest deleting all verification criteria except those noted in paragraph 4.3.7.1h.

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5.1.8 Training evaluation document. The training evaluation document specifies the personnel, resources, organization, functions, procedures, and requirements for evaluating training and training equipment. It also includes requirements for data resulting from a training evaluation.

5.1.8.1 Overview of the training evaluation. Training evaluations may identify deficiencies during the development of training (formative evaluations), or during the follow-on conduct of training (summative evaluations). Training evaluation results can be used to define requirements for changes in training and training management. The following is a list of efforts that may be performed in accomplishing the training evaluation. This list is provided as information to the acquisition manager and is not all inclusive. Efforts include:

- a. Determine the target training element to be evaluated.
- b. Develop an evaluation plan.
- c. Provide resources to support the evaluation.
- d. Conduct the evaluation.
- e. Analyze the results of the evaluation.

5.1.8.2 Sample RFP language for training evaluation. The following are provided as examples of language for "Section L - Instructions, Conditions, and Notices to Offerors" of an RFP. As each training requirement is unique, language must be written for each RFP that reflects the actual training need.

- a. Sample #1 provides an RFP statement example for development of a training evaluation plan, as follows:

"The offeror shall provide a summary of previous experience in conducting training evaluations. The offeror shall also define the management and technical processes to be used for the evaluation of training. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The statement for technical processes shall include but not be limited to the determination of the evaluation scope, type, and method for the specified training element.

1. *Method(s) for developing the evaluation plan data.*
2. *Method(s) for determining resources required to support the evaluation."*

- b. Sample #2 provides an RFP statement example for conducting an evaluation, as follows:

"The offeror shall provide a summary of previous experience in conducting training evaluations. The offeror shall also define the management and technical processes to be used for the evaluation of training. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

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1. *Method(s) for conducting a training evaluation.*
 2. *Method(s) for data analysis.*
 3. *Method(s) for determining evaluation findings.*
 4. *Method(s) for determining conclusions and recommendations.”*
- c. Sample #3 provides an RFP statement example for conducting a test and evaluation of the instructional delivery system, as follows:

“The offeror shall provide a summary of previous experience in conducting test and evaluation of instructional delivery systems. The offeror shall also define the management and technical processes to be used for the test and evaluation of the instructional delivery system. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

1. *The method(s) for developing the contractual acceptance plan.*
2. *The method(s) for identifying the critical issues for the operational test and evaluation of the instructional delivery system.”*

5.1.8.3 Data requirements tailoring for the training evaluation document. DID number DI-ILSS-81524, Training Evaluation Document, identifies the data requirements for an evaluation of the efficiency of existing training systems and emerging systems relative to current system similarities. The data provided in a training evaluation document can serve as the baseline to influence the modification of a training system. The following are some suggestions for tailoring DI-ILSS-81524:

- a. In instances where only training evaluation planning data is required, suggest delete paragraphs 10.2.4 through 10.2.5.
- b. In instances where only training evaluation results data is required, suggest delete paragraphs 10.2.3 and 10.2.5.
- c. In instances where only an instructional delivery system test and evaluation is required, suggest delete paragraphs 10.2.3 through 10.2.4.4.

5.1.8.4 Specification tailoring for the training evaluation document. MIL-PRF-29612, Performance Specification, Training Data Products, paragraph 4.3.8, contains the verification criteria for data to be provided in a training evaluation document. The following are some suggestions for tailoring the specification:

- a. In instances where only training evaluation planning data is required, suggest deleting all verification criteria except those noted in paragraph 4.3.8.1a.
- b. In instances where only training evaluation results data is required, suggest deleting all verification criteria except those noted in paragraphs 4.3.8.1b, c, and d.

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- c. In instances where only an instructional delivery system test and evaluation is required, suggest deleting all verification criteria except those noted in paragraph 4.3.8.1e.

5.1.9 Test package. Test packages are used to examine and evaluate an individual's or unit's achievement of learning objectives or performance standards.

5.1.9.1 Overview of the test package development. This training data product shall provide specific requirements data necessary to support the examination of an individual's knowledge, skills, attitudes, and achievement of learning objectives. The following is a list of efforts that may be performed in accomplishing test package development. This list is provided as information to the acquisition manager and is not all inclusive. Efforts include:

- a. Develop test items.
- b. Develop tests.
- c. Develop test administration materials.
- d. Develop a testing plan.
- e. Develop a test administrator's guide.

5.1.9.2 Sample RFP language for test package development. The following is provided as an example of language for "Section L - Instructions, Conditions, and Notices to Offerors" of an RFP. As each training requirement is unique, language must be written for each RFP that reflects the actual training need.

"The offeror shall provide a summary of previous experience in developing test packages. The offeror shall also define the management and technical processes to be used for the development of test packages. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

1. *Method(s) for developing test items.*
2. *Method(s) for determining the type of tests to be developed.*
3. *Method(s) for determining the quantity of test items per learning objectives.*
4. *Method(s) for designing tests."*

5.1.9.3 Data requirements tailoring for the test package. DID number DI-ILSS-81525, Test Package, identifies the data requirements for evaluation of achievement of learning objectives or performance standards. The following are some suggestions for tailoring DI-ILSS-81525:

- a. In instances where only test items are required, suggest delete paragraphs 10.2.3 through 10.2.4.3.
- b. In instances where a testing plan is not required, suggest delete paragraph 10.2.4.1.

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5.1.9.4 Specification tailoring for the test package. MIL-PRF-29612, Performance Specification, Training Data Products, paragraph 4.3.9, contains the verification criteria for data to be provided in a test package. The following are some suggestions for tailoring the specification:

- a. In instances where only training test items are required, suggest deleting verification criteria noted in paragraphs 4.3.9.1d through 4.3.9.1j.
- b. In instances where only a testing plan is required, suggest deleting verification criteria noted in paragraphs 4.3.9.1a through 4.3.9.1e and 4.3.9.1h through 4.3.9.1k.

5.1.10 Instructional media package. The instructional media package contains visual, textual, and audio information to be used in the development and presentation of training. It also includes the fully integrated instructional media presentation package.

5.1.10.1 Overview of the instructional media package development. An instructional media package requires development when the agreed upon results of the media selection indicate a need for interactive courseware or computer-based courseware. The instructional media package contains audio and video training materials that are used in a training environment. It also contains storyboard and script data, instructional media data files, and all other data necessary for life-cycle configuration support of an ICW package. The following is a list of efforts that may be performed in accomplishing the instructional media package development. This list is provided as information to the acquisition manager and is not all inclusive. Efforts include:

- a. Develop video script.
- b. Develop audio script.
- c. Develop storyboards.
- d. Develop graphics.
- e. Develop video materials.
- f. Develop audio materials.
- g. Develop data files.

5.1.10.2 Sample RFP language for the instructional media package development. The following is provided as an example of language for "Section L - Instructions, Conditions, and Notices to Offerors" of an RFP. As each training requirement is unique, language must be written for each RFP that reflects the actual training need.

"The offeror shall provide a summary of previous experience in development of Interactive Courseware (ICW). The offeror shall also define the management and technical processes to be used for development of ICW. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The statement for technical processes shall include but not be limited to the following:

1. *The method(s) for developing video scripts.*

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2. *The method(s) for developing audio scripts.*
3. *The method(s) for developing storyboards.*
4. *The method(s) for developing media data files.*
5. *The method used to determine the format for courseware delivery (e.g., CD-ROM, tapes).*
6. *The method(s) used to determine the choice of instructional media generation programs.*
7. *A description of the type of hardware, hardware specifications, and hardware operating characteristics required for delivery of the proposed courseware.*
8. *A description of the hardware system operational software (and its operating characteristics) to be used for running the proposed courseware.”*

5.1.10.3 Data requirements tailoring for the instructional media package. DID number DI-ILSS-81526, Instructional Media Package, identifies the content and format requirements for courseware. The following are some suggestions for tailoring DI-ILSS-81526:

- a. In instances where courseware with only video required, suggest deleting DID paragraphs 10.2.2.1e, 10.2.2.3, 10.2.3.2b, 10.2.3.4, 10.2.4b, 10.2.9.2a(4), and 10.2.9.2b(4).
- b. In instances where both audio and video is required for the courseware, all data content requirements of this DID may be needed.

5.1.10.4 Specification tailoring for the instructional media package. MIL-PRF-29612, Performance Specification, Training Data Products, paragraph 4.3.10, contains the verification criteria for data to be provided in an instructional media package. The following are some suggestions for tailoring the specification:

- a. In instances where only video is required, suggest deleting verification criteria noted in paragraph 4.3.10.1b.
- b. In instances where both audio and video are needed, all examinations may be appropriate.

5.1.11 Training system support document. The training system support document provides complete procedures for utilization of all software utility programs, support software file generation, and system performance characteristics verification for life cycle maintenance. This document also contains information for user personnel to aid them in operating and achieving full utilization of a training system during the presentation of course(s) of instruction, training exercise(s), or missions.

5.1.11.1 Overview of the training system support document development. The training data product provides specific requirements data necessary for the operation and life cycle configuration management of a training system. The following is a list of efforts that may be performed in accomplishing the training system support document development. This list is provided as information to the acquisition manager and is not all inclusive. Efforts include:

- a. Develop software utilities procedures.

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- b. Develop procedures and information for support software file generation.
- c. Develop performance characteristics verification data.
- d. Develop procedures for training system operation.
- e. Develop trainer emergency procedures.
- f. Develop reference and text materials.
- g. Develop procedures for use of the training system to support training exercises.
- h. Develop a training system user's guide.

5.1.11.2 Sample RFP language for the training system support development. The following are provided as examples of language for "Section L - Instructions, Conditions, and Notices to Offerors" of an RFP. As each training requirement is unique, language must be written for each RFP that reflects the actual training need.

- a. Sample #1 is as follows:

"The offeror shall provide a summary of previous experience in developing trainer software application data. The offeror shall also define the management and technical processes to be used for the development of trainer software application data. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

- 1. *Method(s) for developing software utilities.*
- 2. *Method(s) for developing procedures for support software file generation.*
- 3. *Method(s) for developing performance characteristics verification data."*

- b. Sample #2 is as follows:

"The offeror shall provide a summary of previous experience in developing training system operating data. The offeror shall also define the management and technical processes to be used for the training system operating data. The statement for management processes shall include but not be limited to Quality Assurance (QA), metrics, scheduling, tests, and risk management. The technical processes shall include but not be limited to the following:

- 1. *Method(s) for developing procedures for training system operation.*
- 2. *Method(s) for determining trainer emergency procedures."*

5.1.11.3 Data requirements tailoring for the training system support document. DID number DI-ILSS-81527, Training System Support Document, identifies the requirements for trainer software application and training system operating data. The following are some suggestions for tailoring DI-ILSS-81527:

- a. In instances where only trainer software application data is required, suggest deletion of DID paragraphs 10.2.3 through 10.2.3.10.

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- b. In instances where only training system operating data is required, suggest deletion of DID paragraphs 10.2.2 through 10.2.2.4.

5.1.11.4 Specification tailoring for the training system support document. MIL-PRF-29612, Performance Specification, Training Data Products, paragraph 4.3.11, contains the verification criteria for data to be provided in a training system support document. The following are some suggestions for tailoring the specification:

- a. In instances where only trainer software application data is required, suggest deleting verification criteria noted in paragraphs 4.3.11.1d through i.
- b. In instances where only training system operating data is required, suggest deleting verification criteria noted in paragraphs 4.3.11.1a through 4.3.11.1c.

6. NOTES

6.1 Intended use. This handbook is approved for use by all Departments and Agencies of the DoD. This handbook is intended to provide guidance to DoD personnel on preparing solicitations and evaluating solicitation responses.

6.2 Subject term (key word) listing.

Course
Courseware
Evaluation
Examination
Instructional
Lesson
Learning objective
Media
Test
Training
Training aid
Training data product
Training equipment
Training situation
Training support
Training system

A.1 SCOPE

A.1.1 Scope. This appendix provides cross-reference tables that identify relationships between superseded DIDs that were related to MIL-STD-1379D, Military Training Programs, and DIDs that are related to MIL-PRF-29612, Performance Specification, Training Data Products. This appendix contains guidance only.

A.2 CROSS-REFERENCE TABLES

A.2.1 New DIDs to old DIDs cross-reference. Table I identifies relationships between MIL-STD-1379D related DIDs that have been superseded, and the new DIDs that has superseded them.

TABLE I. New DIDs/old DIDs cross-reference

NEW DI-ILSS	NEW DID TITLE	OLD DI-ILSS	OLD DID TITLE
81517	Training Situation Document	81069	Training Situation Analysis Report
81517	Training Situation Document	81082	Training Technology Assessment Report
81518	Instructional Performance Requirements Document	81077	Mission Performance Standards
81518	Instructional Performance Requirements Document	81078	Mission, Collective, Individual and Occupational Training Task Analysis Report
81518	Instructional Performance Requirements Document	81079	Personnel Performance Profile Tables
81518	Instructional Performance Requirements Document	81080	Training Path System Report
81518	Instructional Performance Requirements Document	81081	Individual Training Standards
81518	Instructional Performance Requirements Document	81083	Learning Analysis Report
81518	Instructional Performance Requirements Document	81097	Individual Task Training Package
81518	Instructional Performance Requirements Document	81098	Collective Task Training Package
81519	Instructional Media Reqmts Document	81072	Media Selection Model Report
81519	Instructional Media Reqmts Document	81073	Training Equipment Requirements Document
81519	Instructional Media Reqmts Document	81084	Media Selection Report
81519	Instructional Media Reqmts Document	81086	Training System Alternatives Report
81519	Instructional Media Reqmts Document	81087	Trainer System Modification Report
81519	Instructional Media Reqmts Document	81088	Training System Functional Characteristics Report (Partially)
81520	Instructional Media Design Package	81090	Lesson Specifications Report
81520	Instructional Media Design Package	81091	Instructional Media Design Report
81521	Training Program Structure Document	81071	Individual Training Plan
81521	Training Program Structure Document	81074	Training System Implementation Plan
81521	Training Program Structure Document	81075	Training Course Control Document

TABLE I. New DID/old DID cross-reference (Continued)

81522	Course Conduct Information Package	81099	Training Information Package
81522	Course Conduct Information Package	81102	Trainee Orientation Guide
81522	Course Conduct Information Package	81104	Trainee and Training Course Completion Report
81523	Training Conduct Support Document	81095	Lesson Plan
81523	Training Conduct Support Document	81100	Trainee Guide
81523	Training Conduct Support Document	81101	On-the-Job Training Handbook
81523	Training Conduct Support Document	81103	Nonresident Training Materials
81523	Training Conduct Support Document	81106	Training Material Change Package
81523	Training Conduct Support Document	81092	Instructional Media Package (Partially)
81524	Training Evaluation Document	81076	Training Evaluation Plan
81524	Training Evaluation Document	81088	Training System Functional Characteristics Report (Partially)
81524	Training Evaluation Document	81105	Training Evaluation and Validation Rpt
81525	Test Package	81085	Test Package
81526	Instructional Media Package	81092	Instructional Media Package (Partially)
81526	Instructional Media Package	81093	Instructional Media Data Files
81527	Training System Support Document	81094	Trainer Software Application Hdbk
81527	Training System Support Document	81096	Training System Utilization Handbook
None		81070	Training Program Development and Management Plan
None		81089	Training Facilities Report

A.2.2 Old DID/old DID cross-reference. Table II identifies relationships between MIL-PRF-29612 related DID/old DID and MIL-STD-1379D related DID/old DID that have been superseded.

TABLE II. Old DID/ new DID cross-reference

OLD DI-ILSS	OLD DID TITLE	NEW DI-ILSS	NEW DID TITLE
81069	Training Situation Analysis Report	81517	Training Situation Document
81071	Individual Training Plan	81521	Training Program Structure Document
81072	Media Selection Model Report	81519	Instructional Media Reqmts Document
81073	Training Equipment Reqmts Document	81519	Instructional Media Reqmts Document
81074	Training System Implementation Plan	81521	Training Program Structure Document
81075	Training Course Control Document	81521	Training Program Structure Document
81076	Training Evaluation Plan	81524	Training Evaluation Document
81077	Mission Performance Standards	81518	Instructional Performance Requirements Document
81078	Mission, Collective, Individual and Occupational Training Task Analysis Report	81518	Instructional Performance Requirements Document
81079	Personnel Performance Profile Tables	81518	Instructional Performance Requirements Document
81080	Training Path System Report	81518	Instructional Performance Requirements Document
81081	Individual Training Standards	81518	Instructional Performance Requirements Document
81082	Training Technology Assessment Rpt	81517	Training Situation Document
81083	Learning Analysis Report	81518	Instructional Performance Requirements Document
81084	Media Selection Report	81519	Instructional Media Reqmts Document

TABLE II. Old DIDs/ new DIDs cross-reference (Continued)

81085	Test Package	81525	Test Package
81086	Training System Alternatives Report	81519	Instructional Media Reqmts Document
81087	Trainer System Modification Report	81519	Instructional Media Reqmts Document
81088	Training System Functional Characteristics Report (Partially)	81519	Instructional Media Reqmts Document
81088	Training System Functional Characteristics Report (Partially)	81524	Training Evaluation Document
81090	Lesson Specifications Report	81520	Instructional Media Design Package
81091	Instructional Media Design Report	81520	Instructional Media Design Package
81092	Instructional Media Package	81523	Training Conduct Support Document
81092	Instructional Media Package	81526	Instructional Media Package
81093	Instructional Media Data Files	81526	Instructional Media Package
81094	Trainer Software Application Handbook	81527	Training System Support Document
81095	Lesson Plan	81523	Training Conduct Support Document
81096	Training System Utilization Handbook	81527	Training System Support Document
81097	Individual Task Training Package	81518	Instructional Performance Requirements Document
81098	Collective Task Training Package	81518	Instructional Performance Requirements Document
81099	Training Information Package	81522	Course Conduct Information Package
81100	Trainee Guide	81523	Training Conduct Support Document
81101	On-the-Job Training Handbook	81523	Training Conduct Support Document
81102	Trainee Orientation Guide	81522	Course Conduct Information Package
81103	Nonresident Training Materials	81523	Training Conduct Support Document
81104	Trainee and Training Course Completion Report	81522	Course Conduct Information Package
81105	Training Evaluation and Validation Report	81524	Training Evaluation Document
81106	Training Material Change Package	81523	Training Conduct Support Document
81070	Training Program Development and Management Plan	None	
81089	Training Facilities Report	None	

TRAINING DATA PRODUCT REQUIREMENTS TAILORING GUIDANCE

B.1 SCOPE

B.1.1 Scope. This appendix contains information to support users of MIL-PRF-29612, its related DID, and MIL-HDBK-1379-1. It provides cross references among document paragraphs to support the proper application of training data product requirements.

B.2 TAILORING GUIDANCE SUPPORT

B.2.1 DIDs, MIL-PRF-29612, and MIL-HDBK-1379-1 cross-references, Table III provides cross-references among DID, MIL-PRF-29612, and MIL-HDBK-1379-1 paragraphs that will help users in applying proper performance requirements and verification criteria when tailoring training data product content requirements. See paragraph 4.3.6 for additional guidance on data product requirements tailoring.

TABLE III. DIDs, MIL-PRF-29612, and MIL-HDBK-1379-1 cross-reference

DID Paragraph	MIL-PRF-29612 Paragraph	MIL-HDBK-1379-1 Paragraph
DI-ILSS-81517, Training Situation Document		
10.2.2 through 10.2.2.3k	4.3.1.1a	5.1.1.2a1
10.2.2.4		5.1.1.2a2
10.2.2.4.1		5.1.1.2a2
10.2.2.4.2 through 10.2.2.4.2d	4.3.1.1b	5.1.1.2a3
10.2.2.4.3 through 10.2.2.4.6		5.1.1.2a4
10.2.2.4.7 through 10.2.2.4.8	4.3.1.1c	5.1.1.2a5
10.2.3 and 10.2.3.1	4.3.1.1d	5.1.1.2b1
10.2.3.2	4.3.1.1d	5.1.1.2b2
10.2.3.3 through 10.2.3.3o	4.3.1.1d	5.1.1.2b1
10.2.3.4 through 10.2.3. 4d		5.1.1.2b3
10.2.3.5 through 10.2.3.5c		5.1.1.2b4
10.2.3.6	4.3.1.1e	5.1.1.2b3 and b4
DI-ILSS-81518, Instructional Performance Requirements Document		
10.2.3 through 10.2.3.1h(3)	4.3.2.1a	5.1.2.2a1 and b1
10.2.3.2 through 10.2.3.2f	4.3.2.1b and 4.3.2.2	5.1.2.2a2 and b2
10.2.3.2g through 10.2.3.2n	4.3.2.1b, d and 4.3.2.2	5.1.2.2a2 and b2
10.2.3.2o	4.3.2.1b and 4.3.2.2	5.1.2.2a2, a4, b2 and b4
10.2.3.2p through 10.2.3.2s	4.3.2.1b and 4.3.2.2	5.1.2.2a2 and b2
10.2.3.2t	4.3.2.1b and 4.3.2.2	5.1.2.2a2, a4, b2 and b4
10.2.3.2u through 10.2.3.2y	4.3.2.1b and 4.3.2.2	5.1.2.2a2 and b2

TABLE III. DIDs, MIL-PRF-29612, and MIL-HDBK-1379-1 cross-reference

DID Paragraph	MIL-PRF-29612 Paragraph	MIL-HDBK-1379-1 Paragraph
DI-ILSS-81518, Instructional Performance Requirements Document (continued)		
10.2.3.2z	4.3.2.1b, e and 4.3.2.2	5.1.2.2a2 and b2
10.2.3.2z(1) through 10.2.3.2ae	4.3.2.1b and 4.3.2.2	5.1.2.2a2 and b2
10.2.3.3 through 10.2.3.3.b	4.3.2.2	5.1.2.2a2 and b2
10.2.3.4 through 10.2.3.5		5.1.2.2a2 and b2
10.2.4 through 10.2.4.3l		5.1.2.2a3
10.2.5.1 and 10.2.5.1a	4.3.2.2	
10.2.5.1b through 10.2.5.1d	4.3.2.1g and 4.3.2.2	5.1.2.2a7 and b7
10.2.5.1e and 10.2.5.1h	4.3.2.1c, k2, and 4.3.2.2	5.1.2.2a5 and b5
10.2.5.1i and 10.2.5.1j	4.3.2.2	
10.2.5.1k	4.3.2.1f and 4.3.2.2	5.1.2.2a6 and b6
10.2.5.1l and 10.2.5.1m	4.3.2.2	
10.2.5.1n	4.3.2.1j and 4.3.2.2	
10.2.5.1o	4.3.2.1f and 4.3.2.2	5.1.2.2a7 and b7
10.2.5.1p	4.3.2.2	
10.2.5.1q	4.3.2.1h and 4.3.2.2	5.1.2.2a8 and b8
10.2.5.1r	4.3.2.1f and 4.3.2.2	5.1.2.2a6 and b6
10.2.5.1s through 10.2.5.1.v (4)	4.3.2.2	
10.2.5.1w through 10.2.5.1w(2)	4.3.2.1k1 and 4.3.2.2	
10.2.5.1x	4.3.2.2	
10.2.5.2	4.3.2.1i and 4.3.2.2	
10.2.5.3	4.3.2.2	
10.2.6 through 10.2.6.2		5.1.2.2b3
10.2.6.3	4.3.2.1l	5.1.2.2b3
10.2.6.4 through 10.2.6.11		5.1.2.2b3
10.2.8 through 10.2.8.5		5.1.2.2a9
DI-ILSS-81519, Instructional Media Requirements Document		
10.2.2	4.3.3.1a	
10.2.2a	4.3.3.1a	5.1.3.2a1 and b3
10.2.2b	4.3.3.1a	5.1.3.2a1
10.2.2c through 10.2.2e	4.3.3.1a	
10.2.2f	4.3.3.1a	5.1.3.2a3
10.2.2g	4.3.3.1a	5.1.3.2a4

TABLE III. DIDs, MIL-PRF-29612, and MIL-HDBK-1379-1 cross-reference

DID Paragraph	MIL-PRF-29612 Paragraph	MIL-HDBK-1379-1 Paragraph
DI-ILSS-81519, Instructional Media Requirements Document (Continued)		
10.2.2h	4.3.3.1a	
10.2.3.2a		5.1.3.2a4 and b2
10.2.3.2b	4.3.3.1e	
10.2.3.2c	4.3.3.1d	5.1.3.2b1 and b6
10.2.3.2d(1)		5.1.3.2a1
10.2.3.2e		5.1.3.2b6
10.2.3.2h and 10.2.3.2i	4.3.3.1c	
10.2.3.2j		5.1.3.2b5
10.2.3.3 and 10.2.3.3a	4.3.3.1b	
10.2.3.3b	4.3.3.1b and f	5.1.3.2a1
10.2.3.3c	4.3.3.1b	5.1.3.2a2, b4 and b5
10.2.3.3d through 10.2.3.3d(7)	4.3.3.1b	
10.2.4 through 10.2.4.1j(5)	4.3.3.1g and h	5.1.3.2c1
10.2.4.2 through 10.2.4.2d(9)	4.3.3.1g and h	5.1.3.2c2
10.2.4.4 through 10.2.4.4f(2)c		5.1.3.2c3
10.2.5	4.3.3.1i	5.1.3.2d1 and d2
10.2.5a	4.3.3.1i	5.1.3.2d1
10.2.5b through 10.2.5c(4)	4.3.3.1i	5.1.3.2d2
DI-ILSS-81520, Instructional Media Design Package		
10.2.2 through 10.2.2q	4.3.4.1a	5.1.4.2
10.2.3	4.3.4.1b, g and 4.3.4.2	5.1.4.2 (2)
10.2.3.1 and 10.2.3.2	4.3.4.1b and 4.3.4.2	5.1.4.2 (2)
10.2.3.2.1	4.3.4.1b and 4.3.4.2	5.1.4.2 (1) and (2)
10.2.3.2.2	4.3.4.1b and 4.3.4.2	5.1.4.2 (2) and (3)
10.2.3.2.3 through 10.2.3.4	4.3.4.1b and 4.3.4.2	5.1.4.2 (2)
10.2.3.5 through 10.2.3.6	4.3.4.1b, g and 4.3.4.2	5.1.4.2 (2) and (4)
10.2.3.7 through 10.2.3.9	4.3.4.1b and 4.3.4.2	5.1.4.2 (2)
10.2.3.10 through 10.2.3.10j	4.3.4.1b, h and 4.3.4.2	5.1.4.2 (2)
10.2.4 through 10.2.4.1d	4.3.4.1c and 4.3.4.2	5.1.4.2 (2)
10.2.4.2	4.3.4.1c and 4.3.4.2	5.1.4.2 (1)
10.2.4.3	4.3.4.1c and 4.3.4.2	5.1.4.2 (2)
10.2.4.4 through 10.2.4.4d	4.3.4.1c, d, e and 4.3.4.2	5.1.4.2 (2)

TABLE III. **DIDs, MIL-PRF-29612, and MIL-HDBK-1379-1 cross-reference**

DID Paragraph	MIL-PRF-29612 Paragraph	MIL-HDBK-1379-1 Paragraph
DI-ILSS-81520, Instructional Media Design Package (Continued)		
10.2.4.5	4.3.4.1c and 4.3.4.2	5.1.4.2 (2)
10.2.4.6 through 10.2.4.6i	4.3.4.1c, f and 4.3.4.2	5.1.4.2 (5)
10.2.4.7 through 10.2.4.8d	4.3.4.1c and 4.3.4.2	
10.2.5 through 10.2.5g	4.3.4.1g, i and 4.3.4.2	
DI-ILSS-81521, Training Program Structure Document		
10.2.2 and 10.2.2.1	4.3.5.1a	5.1.5.2a1
10.2.2.1a and 10.2.2.1b	4.3.5.1a and 4.3.5.2	5.1.5.2a1
10.2.2.1c through 10.2.2.1e	4.3.5.1a	5.1.5.2a1
10.2.2.2 through 10.2.2.3	4.3.5.1b	5.1.5.2a1 and a4
10.2.2.4 through 10.2.2.5e	4.3.5.1c	5.1.5.2a1
10.2.2.6 through 10.2.2.6h	4.3.5.1d	5.1.5.2a2
10.2.2.7	4.3.5.1e	5.1.5.2a3
10.2.3 through 10.2.3.1v	4.3.5.1e	5.1.5.2b1
10.2.3.2 through 10.2.3.2p	4.3.5.1e and 4.3.5.2	5.1.5.2b1
10.2.3.3 through 10.2.3.9	4.3.5.1e	5.1.5.2b1
10.2.3.10 through 10.2.3.11i	4.3.5.1e	5.1.5.2b2
10.2.3.12	4.3.5.1e	
10.2.3.13	4.3.5.1e	5.1.5.2b3
10.2.3.14	4.3.5.1e	5.1.5.2b4
10.2.3.15 through 10.2.3.15e	4.3.5.1e and 4.3.5.2	5.1.5.2b5
DI-ILSS-81522, Course Conduct Information Package		
10.3.2 through 10.3.2.10b	4.3.6.1a	5.1.6.2 (1)
10.3.3.1 through 10.3.3.1b	4.3.6.1c and 4.3.6.2	5.1.6.2 (2)
10.3.3.1c	4.3.6.1b,c and 4.3.6.2	5.1.6.2 (2)
10.3.3.1d and 10.3.3.1e	4.3.6.1c,d and 4.3.6.2	5.1.6.2 (2)
10.3.3.1f and 10.3.3.1g	4.3.6.1c and 4.3.6.2	5.1.6.2 (2)
10.3.3.2 through 10.3.3.2g		5.1.6.2 (2)
10.3.4 through 10.3.4.2o	4.3.6.1e	5.1.6.2 (3)
10.3.5 through 10.3.5.4	4.3.6.1f	5.1.6.2 (4)
10.3.5.5 through 10.3.5.5g(3)	4.3.6.1f and g	5.1.6.2 (4)
10.3.5.6	4.3.6.1f	5.1.6.2 (4)
10.3.5.7	4.3.6.1f and h	5.1.6.2 (4)

TABLE III. **DIDs, MIL-PRF-29612, and MIL-HDBK-1379-1 cross-reference**

DID Paragraph	MIL-PRF-29612 Paragraph	MIL-HDBK-1379-1 Paragraph
DI-ILSS-81523, Training Conduct Support Document		
10.2 through 10.2.1.12	4.3.7.1a	5.1.7.2
10.2.2	4.3.7.1b	5.1.7.2a1
10.2.2.1	4.3.7.1a	5.1.7.2a1
10.2.2.2	4.3.7.1b, c2 and 4.3.7.2	5.1.7.2a1
10.2.2.2.1 through 10.2.2.2.1f	4.3.7.1b	5.1.7.2a1 and a2
10.2.2.2.1g and 10.2.2.2.1h	4.3.7.1b and 4.3.7.2	5.1.7.2a1 and a2
10.2.2.2.1i through 10.2.2.2.1k	4.3.7.1b	5.1.7.2a1 and a2
10.2.2.2.1l	4.3.7.1b, c1, c3 and 4.3.7.2	5.1.7.2a1 and a2
10.2.2.2.1m	4.3.7.1b	5.1.7.2a1 and a2
10.2.2.2.1n	4.3.7.1b and c4	5.1.7.2a1 and a2
10.2.2.2.1o through 10.2.2.2.1r	4.3.7.1b	5.1.7.2a1 and a2
10.2.2.2.1s	4.3.7.1b, c1, c3 and 4.3.7.2	5.1.7.2a1 and a2
10.2.2.2.1t	4.3.7.1b	5.1.7.2a1 and a2
10.2.2.2.1u and 10.2.2.2.1v	4.3.7.1b and 4.3.7.2	5.1.7.2a1 and a2
10.2.2.2.1w through 10.2.2.2.1ah	4.3.7.1b	5.1.7.2a1 and a2
10.2.2.2.2 through 10.2.2.2.3a	4.3.7.1b	5.1.7.2a1 and a3
10.2.2.2.3b	4.3.7.1b and c6	5.1.7.2a1 and a3
10.2.2.2.3c	4.3.7.1b and c5	5.1.7.2a1 and a3
10.2.2.2.3d through 10.2.2.2.3g	4.3.7.1b	5.1.7.2a1 and a3
10.2.2.2.3h through 10.2.2.2.3h(3)	4.3.7.1b and c5	5.1.7.2a1 and a3
10.2.2.2.3h(4) through 10.2.2.2.4g	4.3.7.1b	5.1.7.2a1 and a3
10.2.2.2.5	4.3.7.1b	5.1.7.2a1
10.2.3 through 10.2.3.2c	4.3.7.1d	5.1.7.2b1
10.2.3.2d	4.3.7.1d	5.1.7.2b1 and b3
10.2.3.2e through 10.2.3.7c	4.3.7.1d	5.1.7.2b1
10.2.4 through 10.2.4.4d	4.3.7.1e and f	5.1.7.2b2
10.2.4.5 through 10.2.4.6c(2)	4.3.7.1e	5.1.7.2b2
10.2.5 through 10.2.5.4e	4.3.7.1g	5.1.7.2a4
10.2.6 through 10.2.6.2	4.3.7.1h	

TABLE III. **DIDs, MIL-PRF-29612, and MIL-HDBK-1379-1 cross-reference**

DID Paragraph	MIL-PRF-29612 Paragraph	MIL-HDBK-1379-1 Paragraph
DI-ILSS-81524, Training Evaluation Document		
10.2.3 through 10.2.3l	4.3.8.1a	5.1.8.2a1
10.2.3m	4.3.8.1a	5.1.8.2a1 and a2
10.2.3n through 10.2.3q	4.3.8.1a	5.1.8.2a1
10.2.4 through 10.2.4.1c	4.3.8.1b	5.1.8.2b1
10.2.4.1d	4.3.8.1b	5.1.8.2b1 and b2
10.2.4.1e through 10.2.4.1g	4.3.8.1b	5.1.8.2b1
10.2.4.2	4.3.8.1c	5.1.8.2b3
10.2.4.3	4.3.8.1d	5.1.8.2b4
10.2.5	4.3.8.1e	5.1.8.2c2
10.2.5a	4.3.8.1e	5.1.8.2c1 and c2
10.2.5b through 10.2.5c(7)	4.3.8.1e	5.1.8.2c2
DI-ILSS-81525, Test Package		
10.2.2 through 10.2.2b	4.3.9.1a and b	5.1.9.2 (1)
10.2.2c	4.3.9.1a, b and 4.3.9.2	5.1.9.2 (1) and (3)
10.2.2d	4.3.9.1a and c	5.1.9.2 (1)
10.2.2e through 10.2.2h	4.3.9.1a	5.1.9.2 (1)
10.2.3 through 10.2.3.b		5.1.9.2 (2) and (4)
10.2.3c	4.3.9.1e	5.1.9.2 (2) and (4)
10.2.3d through 10.2.3.j		5.1.9.2 (2) and (4)
10.2.4 through 10.2.4.1a		5.1.9.2 (4)
10.2.4.1b	4.3.9.1f	5.1.9.2 (4)
10.2.4.1c through 10.2.4.1e		5.1.9.2 (4)
10.2.4.1f	4.3.9.1g	5.1.9.2 (4)
10.2.4.1g through 10.2.4.2a		5.1.9.2 (4)
10.2.4.2b	4.3.9.1d	5.1.9.2 (4)
10.2.4.2c	4.3.9.1h and i	5.1.9.2 (4)
10.2.4.2d	4.3.9.1c and i	5.1.9.2 (4)
10.2.4.2e		5.1.9.2 (4)
10.2.4.2e(1)	4.3.9.1e	5.1.9.2 (4)
10.2.4.2e(2) through 10.2.4.2h		5.1.9.2 (4)
10.2.4.2i	4.3.9.1j	5.1.9.2 (4)
10.2.4.2j through 10.2.4.3		5.1.9.2 (4)

TABLE III. **DIDs, MIL-PRF-29612, and MIL-HDBK-1379-1 cross-reference**

DID Paragraph	MIL-PRF-29612 Paragraph	MIL-HDBK-1379-1 Paragraph
DI-ILSS-81525, Test Package (Continued)		
10.2.5 through 10.2.5b	4.3.9.1k	
DI-ILSS-81526, Instructional Media Package		
10.2.2 through 10.2.2.1a		5.1.10.2 (1)
10.2.2.1b	4.3.10.1a	5.1.10.2 (1)
10.2.2.1c and 10.2.2.1d		5.1.10.2 (1)
10.2.2.1e through 10.2.2.1e(3)		5.1.10.2 (1) and (2)
10.2.2.1e(4)	4.3.10.1b	5.1.10.2 (1) and (2)
10.2.2.1e(5)		5.1.10.2 (1) and (2)
10.2.2.2c through 10.2.2.2c(7)	4.3.10.1c	
10.2.2.3 through 10.2.2.3c		5.1.10.2 (2)
10.2.3 through 10.2.3.4h		5.1.10.2 (3)
10.2.3.5 through 10.2.3.5l	4.3.10.1g	5.1.10.2 (3)
10.2.6 through 10.2.7	4.3.10.2a	
10.2.8	4.3.10.1d and 4.3.10.2a	
10.2.9	4.3.10.2b	5.1.10.2 (4)
10.2.9.1 through 10.2.9.1g	4.3.10.2b	5.1.10.2 (4) and (6)
10.2.9.2 through 10.2.9.2b(5)	4.3.10.1e and 4.3.10.2b	5.1.10.2 (4)
10.2.9.3 through 10.2.9.3c(2)	4.3.10.2b	5.1.10.2 (4)
10.2.9.4	4.3.10.1f and 4.3.10.2b	5.1.10.2 (4)
10.2.9.5 through 10.2.9.5f	4.3.10.2b	5.1.10.2 (4)
10.2.9.5g	4.3.10.2b	5.1.10.2 (4) and (7)
10.2.9.5h and 10.2.9.5i	4.3.10.2b	5.1.10.2 (4)
10.2.9.5j	4.3.10.1h and 4.3.10.2b	5.1.10.2 (4)
DI-ILSS-81527, Training System Support Document		
10.2.2 through 10.2.2.1c		5.1.11.2a1
10.2.2.1d	4.3.11.1a	5.1.11.2a1
10.2.2.1e		5.1.11.2a1
10.2.2.2 through 10.2.2.2c		5.1.11.2a2
10.2.2.2d	4.3.11.1b	5.1.11.2a2
10.2.2.2e through 10.2.2.2e(5)		5.1.11.2a2

TABLE III. **DIDs, MIL-PRF-29612, and MIL-HDBK-1379-1 cross-reference**

DID Paragraph	MIL-PRF-29612 Paragraph	MIL-HDBK-1379-1 Paragraph
DI-ILSS-81527, Training System Support Document (Continued)		
10.2.2.3 through 10.2.2.3b		5.1.11.2a3
10.2.2.3c		5.1.11.2a1
10.2.2.3d through 10.2.2.3e		5.1.11.2a3
10.2.3 through 10.2.3.1g		5.1.11.2b1
10.2.3.2 and 10.2.3.2a	4.3.11.1h	5.1.11.2b1
10.2.3.2b	4.3.11.1d and h	5.1.11.2b1
10.2.3.2c	4.3.11.1e and h	5.1.11.2b1
10.2.3.2d through 10.2.3.2e	4.3.11.1h	5.1.11.2b1
10.2.3.2f	4.3.11.1f and h	5.1.11.2b1
10.2.3.3	4.3.11.1d	5.1.11.2b1
10.2.3.4 through 10.2.3.4e	4.3.11.1g	5.1.11.2b2
10.2.3.5		5.1.11.2b1
10.2.3.6 through 10.2.3.7b	4.3.11.1i	5.1.11.2b1
10.2.3.8 through 10.2.3.10c		5.1.11.2b1

CONCLUDING MATERIAL

Custodians:

Army - AV
 Navy - AS
 Air Force - 94
 DLA - DH

Preparing Activity:

Navy - AS
 (Project ILSS-0066)

Review Activities:

Army - TM
 Navy - SH, EC, MC, TD
 Air Force - 11
 DLA - CS, GS, IS, DP

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8. PREPARING ACTIVITY Naval Air Systems Command (PMA205)		
a. NAME Freeman, Jim	b. TELEPHONE (Include Area Code) (1) Commercial (908) 323-7480	(2) AUTOVON DSN: 624-7480
c. ADDRESS (Include Zip Code) Commander, Naval Air Warfare Center Aircraft Division, Code 414100B120-3, Highway 547, Lakehurst, NJ 08733-5100	IF YOU DO NOT RECEIVE A REPLY WITHIN 45 DAYS, CONTACT; Defense Quality and Standardization Office 5203 Leesburg Pike, Suite 1403, Falls Church, VA 22041-3466 Telephone (703) 756-2340 AUTOVON 289-2340	