FORECAST
Air Force Research Laboratory Directed Energy Directorate
Pacific Regional Partnership Intermediary Agreement (PIA)
Dated: 17 March 2023

THIS IS A FORECAST ONLY. This Forecast is issued solely for information and planning purposes. It does not constitute a solicitation or a promise to issue a solicitation in the future. This Forecast is not a request for proposals; therefore, responses to this notice are not considered offers and cannot be accepted by the Government to form a binding agreement. This Forecast does not commit the Government to an agreement for any partnership, supply or service whatsoever.

1. AGREEMENTS OFFICE ADDRESS AND POINTS OF CONTACT (POC)

Address:
Department of the Air Force, Air Force Research Laboratory (AFRL), Space Vehicles Directorate, Contracting Division, AFRL/RVKE, 3550 Aberdeen Ave. SE, Bldg. 577, Kirtland AFB, NM 87117-5776.

Agreements POC:
Agreements Officer: Julian Landavazo, e-mail: julian.landavazo@spaceforce.mil
Agreements Specialist: Stephen Whalen, e-mail: stephen.whalen.1@spaceforce.mil

Technical POC:
Program Manager (PM): Donna Piet, email: donna.piet@spaceforce.mil
PM, Sara Telano, email: sara.telano@us.af.mil

NOTE: See paragraph 6 on how to request for clarification.

2. GENERAL INFORMATION

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The Air Force will not be obligated to pursue any agreement alternative as a result of this Forecast. Responses to the Forecast will not be returned.

3. GENERAL INTENT

The Air Force Research Laboratory (AFRL), Directed Energy Directorate (RD), Electro-Optics Division at Maui (RDSM), located at Maui, HI provides infrastructure for the Air Force Maui Optical and Supercomputing (AMOS) site to support systems and operations with sustained reliability. Research and development to further the Space Domain Awareness capabilities are also supported by this organization.

4. PARTNERSHIP INTERMEDIARY AGREEMENT AREAS

A. Pre-K-12 Outreach: Provide hands-on, immersive lab programs where students access industry-standard technologies and apply them in actual community service-learning projects. All activities are student centered, creating an environment where teachers become facilitators, navigating student learning in a multifaceted, team-based, real-world application - where students access high-end technologies developing the career skills and abilities needed to apply engineering design into community service-learning projects to grow the next generation of community leadership. Outreach also includes building STEM teaching capacity in DOE schools. Outreach includes training teachers from beginning to AP. Outreach provides hands-on workshops to engage Hawaii students K-12. Development and implementation of new iterations of existing STEM Efforts; Collaborate with regional partners to align efforts to enhance STEM outreach outcomes. An example of this would be working with an elementary, middle, and high school system to immerse the students in STEM experiences during their K-12 pathways and examining the impact on the student participants related to their self-efficacy in STEM. Parent involvement shall also be included in project development.

Early Childhood Education (ages 3-6):

Programs & Workshops:

STEM Project: Procure, maintain & facilitate portable STEM assets, which can be utilized for hands-on STEM activities at various schools.

Community
Competitions
Mentoring/Coaching
Teacher Professional Development

Elementary Projects (K-5):

STEM Projects: Procure, maintain & facilitate portable STEM assets, which can be utilized for hands-on STEM activities at various schools. Geographical Information Systems (GIS) Day Grades 4/5 only: This program introduces students to geospatial technologies GIS technologies & career demonstrations on location. Provides facility, supplies, bus transportation, purchasing hands-on STEM kits, labor to plan and execute, staff travel to event, venue, lunch.

Computer Science Education Week: Inspire students to learn computer Science. Lead a series of activities during code week. Provides activity supplies, instructor travel, CS activity kit shipping expenses.

Middle Projects (6-8):
STEM Project: Procure, maintain & facilitate portable STEM assets, which can be utilized for hands-on STEM activities at various schools.

Geographical Information Systems (GIS) Day: This program introduces students to geospatial technologies GIS technologies & career demonstrations on location. Provides Facility, supplies, bus transportation, purchasing hands-on STEM kits, labor to plan and execute, staff travel to event, venue, lunch.

Introduce a Girl to Engineering: Held in conjunction with the National Engineering Week held in February to increase interest in engineering among girls. In partnership with women engineers provide middle school girls across the state opportunities to engage in industry talks and hands-on engineering activities.

Computer Science (CS) Education Week: Inspire students to learn computer Science. Lead a serious of activities during hour of code week. Provides Activity supplies, instructor travel, CS activity kit shipping expenses.

HS Projects (9-12):

STEM Project: Procure, maintain & facilitate portable STEM assets, which can utilize for hands-on STEM activities at various schools. Geographical Information Systems (GIS) Day: This program introduces students to geospatial technologies GIS technologies & career demonstrations on location. Provides facility, supplies, bus transportation, purchasing hands-on STEM kits, labor to plan and execute, staff travel to event, venue, lunch.

Computer Science Education Week: Inspire students to learn computer science. Lead a series of activities during code week. Provides activity supplies, instructor travel, CS activity kit shipping expenses.

HiSTAR (X students): A one-week student-based program that is designed to provide hands-on, mind-on, scientific experiences in the field of astronomy. During the one-week course students are taught the scientific method, astronomy topic content, and tools to perform their own authentic astronomical research. The students will apply what they are learning by completing a 1-week research project and presenting the project at the end of the 1-week.

B. Workforce and Professional Development Programs: Provide workforce and professional development programs for K-12 teachers, and other educators; Facilitate Educator Communities of Practice to provide a supportive, open, and collaborative space for educators interested in STEM; Conduct Classroom Connections program is to bring real-world STEM into the classroom by having STEM professionals provide a virtual career talk or demonstration for one or more classes; and collaborate with nationally designated STEM Learning Ecosystem, providing the architecture for cross-sector collaboration and learning.

Computer Science (CS) Professional Development: December Computer Science Education Week: Serve as Code.org's Hawaii Regional partner and build Computer Science teaching capacity in DOE schools. Train teachers from beginning CS to AP Computer Science including other training in GIS, AI, Clean Energy. Provide hands-on CS workshops to engage Hawaii students in Beginners Minecraft, Intermediate Minecraft, and the Advanced World of Python.

Summer Academy Program: A Stipend supported six-week program in which high school and college students within the Pacific Region are matched with a host company or organization based on the company's project needs and the interest and skills of the student. While working on company projects, interns also participate in career and professional development training. The final assignment includes a formal presentation to peers, mentors, and family members during the Internship Showcase Celebration.

Civil Air Patrol Aerospace Memberships for Educators: Lifetime membership to access the Civil Air Patrol STEM kits and lessons.

C. Collaborative Initiatives: Facilitate AFRL supported projects; AFRL has various telescopes/sensors available up at the Haleakala Observatory as well as our remote facility where tours and hands-on learning experiences can be conducted.

Aloha Telescope Initiative: Facilitate collaboration between AFRL Maui and Georgia State University (owner of the Aloha Telescope) to maintain a remotely (web) operated telescope that can be used for educational purposes and to improve the science, technology, engineering, and mathematics (STEM) education of our country.

DAF Outreach: Facilitates DAF Scientists & Engineers connecting with students to give career presentations or fun and exciting STEM demonstrations.

D. STEM Assets & Resources: Provide K-12 students, STEM Educators, and S&E Volunteers access to supplementary STEM media, resources, and materials to enhance STEM education.

E. Conferences, workshops, training, tours, camps etc.:

Hawaii State STEM Conference: The conference allows both students and teachers to explore new STEM careers as they network with industry professionals from across the state and nation to learn new STEM and professional skills during hands-on sessions. Provides Planetarium Shipment, Travel, Student Fees, Venue Costs, Supplies.

AMOS: Student component exhibit & astronaut showcases the various careers and companies in the "Space" Ecosystem.

Energy Conference - Student Component:
AFRL Outreach Projects: To include, but not limited to Planetarium Demonstration and Education Events.

F. Description: The AFRL requests an assessment of industry's ability to support the proposed topic outlined above. It is anticipated that a response to this Forecast would address the topic entirely or elements of the topics independently.

Key considerations should include (but not limited to):
Performance.
Resource availability.
Cost

G. Assumptions: The purpose of this Forecast is to obtain information specifically related to the STEM outreach, education, programs, and workshops for ages 3-6, and K-12. It can be assumed:

a. Presentation materials and periodic exchange meetings with Government will be required.

b. The research will be performed primarily at locations in Hawaii.

H. Response: Based on the objectives presented above, interested parties should provide a statement of interest on organization letterhead and include the following information:

a. Statement of capabilities. Identify the following: Responders should include an estimate of numbers and types of personnel that will be required and provided to accomplish the work proposed. Responders should also include a summary of prior experience relevant to the topic.

b. A high-level discussion of your approach to executing the STEM work.

Identify the following:

1. High-level milestones (schedule) expected during performance.
2. High-level estimate of the program costs at each milestone.
3. Premises and assumptions (include what Government resources would be needed); and High-level risk assessment.

Alternate options may be discussed along with corresponding technical merits, risk, schedule requirements and costs.

5. REQUIRED RESPONSE, FORMAT, & SUBMISSION

Limit Forecast responses to fifteen (15), single-sided, single-spaced pages. **Responses must be unclassified and any Proprietary information provided must be portion marked accordingly.** To protect such data, each line or paragraph on the pages containing such data must be specifically identified and marked with a legend similar to the following:

"The following contains proprietary information that (name of Responder) requests are not released to persons outside of the Government, except for the purposes of review and evaluation."

Note: See Format and Page Limitations and Submission of Documentation paragraphs for additional instructions.

A. Format & Page Limitation

Submitted responses should be provided on standard letter size 8-1/2 by 11-inch paper, limited to a maximum of fifteen (15), single-sided, single-spaced pages. The font for text should be Times New Roman 12-point or larger. The Responder may use oversized pages (including "foldouts") where appropriate to contain graphic presentations. Oversized pages do not count as extra pages within the page limitations. Existing commercial documentation and product literature can also be submitted and is not subject to a page limitation. Submitted responses should be in Microsoft Word or Adobe Acrobat format.

Note: Responses must be unclassified and any Proprietary information provided must be marked accordingly.

B. Submission of Documentation

Documentation shall be submitted via the Department of Defense (DoD) Secure Access File Exchange (SAFE) Website (https://safe.apps.mil). Submitted responses should be in Microsoft Word or Adobe Acrobat (PDF) format. If offeror does not have a Common Access Card (CAC) to send files via the DoD SAFE website, contact the Agreements Office Points of Contact to obtain a passcode **NLT 13 April 2023, 1200 Noon MDT.**

6. REQUESTS FOR CLARIFICATION

A Responder may request clarification in writing from the Agreements Office for any requirement that is unclear by sending an e-mail to the Agreements Specialist or Agreements Officer points of contacts above.

Any requests for clarification must be received no later than ten (10) business days prior to the close of this Forecast in order to receive a timely response. Clarifications may be posted on the Forecast announcement website to benefit all interested Responders. Interested Responders are encouraged to periodically check the website during the response period for clarifications.

7. DISCLAIMER

This is a Forecast to obtain information about capabilities and market information related to the technology of interest for planning purposes. Of particular interest are the technical, manufacturing and market barriers to establishing a viable business for the technology of

interest. This Forecast is not a request for competitive proposals; therefore, responses to this notice are not considered offers and cannot be accepted by the Government to form a binding agreement. Organizations that respond will not be paid for the information submitted.

No telephone calls will be accepted requesting a bid package or solicitation.

All information received shall be safeguarded from unauthorized disclosure. **Responses must be unclassified and any Proprietary information provided must be marked accordingly.**

8. ADDITIONAL INFORMATION

All responsible sources may submit information in response to this Forecast. **Responses to this Forecast are due no later than 17 April 2023, 1200 Noon MDT**. Please note: the Government is not required to provide feedback to Forecast responders. Direct all inquiries to the Agreements Points of Assistance listed above.