

**Clean Energy Training for High School Students
Program Opportunity Notice (PON) 2664 – Round 2
\$1,750,000 Available**

Proposals Due: March 26, 2014 by 5:00 PM Eastern Time*

The New York State Energy Research and Development Authority (NYSEERDA) seeks proposals for the development and implementation of educational training programs in energy efficiency (EE), renewable energy (RE), and advanced technology (AT) for high school students. Proposers will be asked to develop and implement programs that prepare students for careers and/or post-secondary education, with a focus on Science, Technology, Engineering, and Mathematics (STEM) skills. Programs should deliver appropriate, high school-level content in EE, RE and/or AT; provide opportunities for students to acquire college credits, industry certifications, job experience, or other career-focused experiences; and, where appropriate, use non-traditional approaches to teaching and learning, such as multidisciplinary instruction and project-based learning to help students explore real-world problems and issues. Please refer to Section II for details on eligible technologies for training.

This solicitation will provide funding opportunities for schools, school districts, Departments of Education, or Boards of Cooperative Educational Services (BOCES) to develop and implement programs for high school students. Funding can support the creation of new curricular materials; where gaps can be demonstrated, the development and delivery of staff development initiatives—via classroom instruction, online, or other means; and, to a limited extent, the acquisition of supporting materials and equipment. Proposals that target underserved youth audiences, including minorities, women, and low-income students, are preferred. Priority will be given to proposals that address underserved audiences, emphasize collaboration between or among educational partners, replicate successful programs already in existence, and use existing exemplary curricular materials. Additionally, proposals should have a plan for sustaining the program beyond the funding period. Total funding currently available for this solicitation is \$1,750,000. Additional funding may become available. Cost share is not required but will be given more weight in competitive scoring. NYSEERDA anticipates awarding approximately eight to 15 contracts under this solicitation, with a maximum award of \$200,000 per contract. One contract will be awarded per proposer. Regional diversity will be a proposal selection factor to the extent possible. Therefore, proposers previously receiving funding under PON 2664 cannot apply until the work under their previous award has been completed. The expected starting date for funded projects is fall 2014.

Proposal Submission: Proposers must submit seven (7) double-sided copies of the proposal with a completed and signed Proposal Checklist attached to the front of each copy, one of which must contain an original signature. One (1) electronic copy of the proposal in Microsoft Word format, on CD or flash drive, is also required. Completed proposals must be received no later than March 26, 2014. Proposals must be clearly labeled and submitted to the following address:

**Roseanne Viscusi, PON 2664 – Round 2
NYS Energy Research and Development Authority
17 Columbia Circle
Albany, NY 12203-6399**

If you have contractual questions concerning this solicitation, contact Elsyda Ahmed (518) 862-1090, ext. 3232 or ela@nyserda.ny.gov. All program questions or general questions concerning workforce training should be directed to Debora Moran (Designated Contact) at (518) 862-1090 ext. 3488 or dm3@nyserda.ny.gov. No communication intended to influence this procurement is permitted except by contacting Debora Moran. Contacting anyone other than this Designated Contact (either directly by the proposer or indirectly through a lobbyist or other person acting on the proposer's behalf) in an attempt to influence the procurement may result in the following: (1) a proposer being deemed a non-responsible offerer, and (2) the proposer not being awarded a contract.

*Late proposals will be returned. Incomplete proposals may be subject to disqualification. It is the bidder's responsibility to ensure that all pages have been included in the proposal. Faxed or emailed proposals will not be accepted. Proposals will not be accepted at any NYSEERDA location other than the address above. If changes are made to this solicitation, notification will be posted on NYSEERDA's web site at www.nyserda.ny.gov.

I. Introduction

Goals and Objectives

The goal of this solicitation is to fund high school programs that will develop and deliver educational training in energy efficiency (EE), renewable energy (RE), and advanced technology (AT). (Please refer to Section II for details on eligible technologies.) The intended outcome is a network of schools, school districts, Departments of Education, and/or BOCES offering programs that address the following: Science, Technology, Engineering, and Mathematics (STEM) skills; EE, RE, and/or AT mastery; and college credits, industry certifications, job experience, or other career-focused opportunities for students. Proposals should seek to involve the greatest number of students and teachers feasible through partnerships between and among educational organizations, colleges, business and industry, and other organizations, as appropriate. Priority will be given to proposals that address the needs of disadvantaged students, emphasize collaboration between or among educational partners, replicate successful programs already in existence, and use existing exemplary curricular materials. Additionally, proposals should have a plan for sustaining the program beyond the funding period.

Background

NYSERDA has invested in K-12 energy education programs since 2002, providing photovoltaic (PV) and wind training, curricular materials for energy efficiency and renewable energy, and professional development for K-12 educators. From 2007 through 2012, NYSERDA's Energy Smart Students program provided staff development for New York State teachers, giving them the knowledge and curricula necessary to instruct their students in energy efficiency and renewable energy. School Power NaturallySM provided PV, weather, and data acquisition systems for competitively-selected New York State schools, as well as real-time solar data and curricula available to all educators via NYSERDA's website (www.schoolpowernaturally.org). Both programs have won recognition for excellence in energy education. This proposed initiative builds upon NYSERDA's other workforce initiatives and is the next logical step for students interested in college programs and careers in clean energy.

Environmental sustainability and clean energy are critical economic and workforce issues. Most clean energy jobs require post-high school preparation and competency in STEM. According to a state-level analysis by the Georgetown University Center on Education and the Workforce, New York will have a demand for over 420,000 STEM jobs by 2018, and 93 percent of these jobs will require post-secondary education and training.¹ In-school enrichment that provides hands-on application of STEM principles and skills can provide context and meaning that will encourage students to move toward a career pathway they may not otherwise have considered. School districts around the country are making STEM education a priority, acknowledging its critical importance for our students to succeed in the 21st century global economy.

According to a report from Harvard's Kennedy School, 68 percent of U.S. students are not proficient in mathematics by the end of eighth grade.² Educational research has also shown systemic, significant achievement gaps for underserved populations, including minorities, women, and low-income students. For this reason, the Technical Evaluation Panel will provide a more positive rating for proposals targeted to these disadvantaged youth audiences. It is important to provide opportunities for talented students from these groups and to broaden the STEM participation of all students. Career exploration and occupational assessment can be highly motivating. Young people who have an opportunity to gain relevant and engaging experience are more likely to stay in school and avoid gang behavior, drugs, and unwanted pregnancy. There exists a clear need for engaging students as early as sixth and seventh grades and for getting more young women interested in science and engineering careers.

Furthermore, the New York Education Reform Commission Action Plan addresses the need to strengthen the academic "pipeline" from pre-Kindergarten through high school and leverage public-private sector partnerships to build better bridges

¹ Carnevale, Anthony P.; Smith, Nicole; and Melton, Michelle. Georgetown University, Center on Education and the Workforce, "STEM - Science Technology Engineering Mathematics – State Level Analysis" <<http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/stemnewyork1.pdf>> (October 2011).

² Hanushek, Eric A.; Peterson, Paul A.; and Woessman, Ludger. Harvard Kennedy School, Program on Education Policy and Governance & Education Next, "Achievement Growth: International and U.S. State Trends in Student Performance" <http://www.hks.harvard.edu/pepg/PDF/Papers/PEPG12-03_CatchingUp.pdf> (July 2012).

from high school to college and career. The objective is to ensure that all students, including those most at-risk, graduate from high school and are college- and career-ready.³

This solicitation seeks to provide high school students with an understanding of STEM-infused energy topics and to promote opportunities for them to investigate potential career opportunities in areas such as clean energy engineering and the research and development, design, installation, and support of EE, RE, and AT energy projects.

II. Program Requirements

Available Funding

The budget for this solicitation is \$1,750,000. NYSERDA anticipates awarding approximately eight to 15 contracts under this solicitation, with a maximum award of \$200,000 per contract. Additional funds may become available. Regional diversity will be a selection factor to the extent possible. For example, a goal of this PON is to select projects from various regions within System Benefits Charge (SBC) territory (see Eligibility below), including upstate, central NY, western NY, and downstate. However, more than one project may be selected from a region. One contract will be awarded per proposer, and proposers previously receiving funding under PON 2664 cannot apply until the work under their previous award has been completed. Funded projects are to be delivered over an 18- to 24-month period, with an expected starting date of fall 2014.

NYSERDA funds are intended to help support proposers in the process of developing and delivering technical training and career opportunities in EE, RE, and AT for high school students. Proposers will be asked to develop and implement programs that prepare students for careers and/or post-secondary education in technical fields (e.g., installation or service of energy efficient technologies) and/or engineering or research fields (e.g., engineering design of wind systems). For all proposals, the focus must be on STEM skills and should include opportunities for students to become familiar with clean energy technologies, incorporating alternative approaches to teaching and learning, such as multi-disciplinary instruction and project-based learning to help students explore real-world problems and issues.

Priority will be given to proposals that emphasize collaboration between or among educational partners, replicate successful programs already in existence, and use existing exemplary curriculum. There are significant achievement gaps in STEM for underserved populations, including minorities, women, and low-income students. Therefore, proposals targeting these disadvantaged youth audiences will receive a more positive rating. Additionally, proposals should include a plan for sustaining the program beyond the funding period.

Allowable costs can include funds necessary for the creation of new curricular materials; where gaps can be demonstrated, the development and delivery of staff development initiatives—via classroom instruction, online, or other means; and, to a limited extent, the acquisition of equipment and materials to support hands-on training exercises related to the technology areas being targeted (excluding computers and tablets). Other costs, such as tutoring/mentoring, tuition for students attending off-site programs, and salaries must be justified by the proposer and will be considered on a case-by-case basis.

Some project needs may alternatively be addressed through partnerships with other educational entities or businesses that can provide access to training and equipment resources. For information on two- and four-year colleges, BOCES, other agencies currently participating in NYSERDA training initiatives, please refer to the following website:

<http://www.nyserdera.ny.gov/Contractors/Find-a-Contractor/Training-Partners.aspx>. Cost share is not required for proposals but would be preferred.

A. ELIGIBILITY

Schools, school districts, Departments of Education, or BOCES organizations that address career and technical education are eligible to receive funds under this solicitation. This program is supported with System Benefits Charge (SBC) funding; therefore, proposers must demonstrate that they serve youth within a designated SBC service area of New York State. SBC service territory consists of areas with electric service provided by one of the following: Central Hudson Gas and Electric Corporation, Consolidated Edison Company of NY, Inc., New York State Electric and Gas Corporation, National Grid, Orange and Rockland Utilities, Inc., and Rochester Gas and Electric Corporation. This territory largely corresponds with all of New York

³ New York State Education Reform Commission, "Education Action Plan – Preliminary Recommendations"
<<http://www.NYPuttingStudentsFirst.com>> (January 2013).

State except for Nassau and Suffolk counties. The territory excludes areas where the electricity is provided by a municipality, the New York Power Authority, or the Long Island Power Authority.

B. CONTENT

Each proposal should demonstrate the development and delivery of career and technical education leading to EE, RE, and/or AT content mastery and address the following topics:

- A clear pathway from high school graduation to college and/or career;
- Partnerships with higher education, business/industry, professional associations, BOCES, Teacher Centers, New York State Department of Labor (NYSDOL) Career Centers, etc.;
- Hands-on course content and experiences such as service learning, job shadowing, mentoring, or internships;
- College credit, industry certifications, or job experience, as appropriate;
- Information for high school guidance professionals on energy career opportunities;
- Strategies for promoting the EE, RE, and/or AT initiatives to teachers, students, and parents; and
- Techniques for evaluating student performance.

C. TARGETED TECHNOLOGIES

Technologies targeted for training may include, but are not limited, the following:

- Energy efficiency home improvements
- Insulation and air sealing
- Passive solar construction
- Heating, ventilation, and air conditioning (HVAC)
- Advanced lighting design and controls
- Advanced building sensors and controls
- Solar photovoltaics
- Solar heating
- Small and large wind
- Fuel cells
- Anaerobic digestion
- Smart grid and electric vehicle infrastructure
- Data monitoring equipment and strategies
- Electric vehicles
- Energy storage technologies

D. PROGRAM CONTENT

Programs should be self-sustaining, and proposals will be evaluated on their ability to continue once NYSERDA funding is exhausted. Proposals that can replicate existing models successfully used in other areas of the state or country or developed for other subject areas are encouraged and will be preferred. Examples of NYSERDA-funded curricula, tools, and data, such as NYSERDA's School Power NaturallySM data and lessons for solar photovoltaics and other NYSERDA-supported wind and solar lessons, can be found at www.schoolpowernaturally.org. Additionally, existing high-quality curricula is available from many sources, including the U.S. Department of Energy (www1.eere.energy.gov); ScienceEducation.gov (www.ScienceEducation.gov); the National Energy Foundation (www.nef1.org); National Renewable Energy Laboratory (<http://www.nrel.gov>); the KidWind Project (www.kidwind.org); Roots of Success for High Schools (www.rootsofsuccess.org); and many other sources.

This funding may also be used to develop and deliver staff development initiatives for teachers and guidance counselors (via classroom instruction, online, or other means, as appropriate) and for the acquisition of necessary tools and equipment for students (excluding computers and tablets). Proposers will be encouraged to design initiatives that include or lead to college credits, industry certifications, job experience, or other appropriate experiential opportunities for students.

E. PARTNERSHIPS

Proposals should seek to involve the greatest number of students and teachers feasible through partnerships between and among educational organizations, colleges, business and industry, and other organizations, as appropriate. Collaboration is

strongly encouraged between and among schools and other organizations, such as but not limited to the following: community colleges or four-year schools (for college preparation or the acquisition of college credits while in high school); businesses (for internships, site visits, and collaboration on the development/integration of curricula); NYSDOL Career Centers (for additional training and job placement services); and professional organizations—such as the Institute of Electrical and Electronics Engineers, the North American Board of Certified Energy Practitioners, the Building Performance Institute, the Building Performance Contractors Association, the Association of Energy Engineers, U.S. Green Building Council, trade unions, and the New York Solar Energy Industries Association (for career connections and certifications).

F. MARKETING

Proposers will be expected to develop a marketing plan targeted to their area and audience, providing details on how they intend to inform and motivate potential students and their parents. Priority will be given to proposals that include a plan for engaging the interest of middle school students who will soon be entering high school.

G. APPLICATION CRITERIA

Preference will be given to proposals that best meet the educational criteria as described, address the services eligible for funding, and clearly demonstrate the opportunity for technical mastery and college/career connections for eligible youth.

III. Proposal Requirements

Proposals must address the criteria identified in Section II above and include a detailed plan, timeline, and complete budget identifying anticipated costs. (See Attachments A through E.) All pages must be numbered.

Proposal Qualifications

Proposers to the solicitation must have the following qualifications:

- Be a school (public, parochial, or proprietary), school district, Department of Education, or BOCES accredited by the New York State Education Department.
- Have NYS licensed and certified teaching staff committed to this project with documented experience in curriculum development and teaching in energy, science, technology, engineering, mathematics, career preparation, and/or related areas.
- Possess experience integrating new material into existing curricula and/or developing new stand-alone curricular materials meeting local and New York State Department of Education standards for use in the secondary school.
- Demonstrate connections to New York State-registered apprenticeship or pre-apprenticeship programs, community colleges or four-year schools (i.e., for college preparation or the acquisition of college credits while in high school).
- Demonstrate plans to engage business and industry partners (i.e., for internships, site visits, guest presentations or demonstrations, development/critique of curricula, etc.) and professional organizations—such as the Institute of Electrical and Electronics Engineers, the North American Board of Certified Energy Practitioners, the Building Performance Institute, the Building Performance Contractors Association, the Association of Energy Engineers, U.S. Green Building Council, trade unions, and the New York Solar Energy Industries Association—(i.e., for career connections, certifications, etc.).
- Establish or demonstrate a relationship with the NYSDOL Career Centers (i.e., for additional training and job placement services).

All training curricula and materials developed are subject to NYSERDA review and approval. NYSERDA and the contractor shall have the rights to use new curricula and materials developed under this solicitation. All proposals submitted in response to PON 2664 – Round 2 become the property of NYSERDA. Proposers will not be reimbursed by NYSERDA for any costs associated with preparation of their proposals.

Proposers must submit the appropriate number of copies of the completed proposal to the address on the front of this Program Opportunity Notice. A completed and signed Proposal Checklist must be attached as the front cover of the proposal, and one copy must contain an original signature. Late proposals will be returned, and proposals lacking the appropriate completed and signed Proposal Checklist may be returned. Faxed or emailed copies will not be accepted.

Procurement Lobbying Requirements - State Finance Law sections 139-j and 139-k

Procurement lobbying requirements contained in State Finance Law sections 139-j and 139-k became effective on January 1, 2006. (The text of the laws is available at: <http://www.ogs.ny.gov/aboutogs/regulations/advisoryCouncil/StatutoryReferences.html>). In compliance with §139-j and §139-k of the State Finance Law, for proposals submitted in response to this solicitation that could result in agreements with an annual estimated value in excess of \$15,000, additional forms must be completed and filed with proposals: (1) a signed copy of the Proposal Checklist including required certifications under the State Finance Law and (2) a completed Disclosure of Prior Findings of Non-Responsibility form. Failure to include a signed copy of the Proposal Checklist referenced in this solicitation will disqualify a proposal.

Proposals should not be excessively long or submitted in an elaborate format that includes expensive binders or graphics. Unnecessary attachments beyond those sufficient to present a complete, comprehensive, and effective response will not influence the evaluation of the proposal. Each page of the proposal should state the name of the proposer, the PON number, and the page number. The proposal must be in the following format:

Section 1: Proposal Checklist - The checklist to be completed is attached to this PON. The checklist must be attached to all copies. **At least one copy must contain an original signature.**

Section 2: Cover Letter – Proposers should submit a cover letter on company letterhead that references this PON and provides a summary of qualifications and a brief description of the proposed approach to the work requested. The proposer should briefly identify key information about their organization:

- Organization name, address, telephone number, fax number, an email address, and a contact person;
- Year the organization was established;
- Name and address of parent company (if applicable);

Proposers should describe why they are qualified to perform and complete the services requested under this PON. This section should be limited to no more than two (2) pages and provide a brief introduction of the proposer and the team members, if applicable. The letter should state the goals of the proposal clearly and concisely. The letter should also state the proposer's plans beyond this funding: What plans are in place for sustaining the program in the future?

Section 3: Narrative Description of Proposed Technologies Addressed, Funding Requested, and Range of Services -

Proposers should describe, in detail, the activities proposed and the range of services that will be provided by the proposer or the proposing team for each area. Proposers should also provide details on any current activities that this proposal may build upon. The proposer should address the areas below, where applicable, and provide more specific information about how these areas will be addressed in Section 4 (Statement of Work). Section 3 should address the "what" and "why" related to the proposed training and accreditation, as well as specific initiatives and activities:

INSTRUCTORS: How do you propose to choose instructors? Who will provide instruction at each training site? How will instructors be trained? How will the quality of instruction and local/NYS curriculum standards be maintained?

STUDENTS: How will students be targeted and recruited? What will students need to succeed in this program? How will these needs be addressed?

CURRICULA: Which EE, RE, and/or AT topics will be addressed? If existing curricula will be used, please describe the curricula and explain how it will be used and/or modified. Are these curricular materials available for use by NYSEDA? If new curricular materials are needed, who will develop them? How will they be developed? What are the developer's qualifications? How will the new or modified materials be integrated into existing school programs?

TRAINING DELIVERY: How will training be delivered? How will students register for classes? How will classes be scheduled? Where and when will training be delivered? How will students be transported to training sites (if applicable)?

FACILITIES AND EQUIPMENT: What equipment will be required? Is it available now? If not, how will the necessary equipment be procured? How will the equipment be used by students and/or teachers? Where will it be located? How will it be secured? How long should the equipment last? Will teacher and/or student training on equipment operation be required? How and where will necessary training classes be conducted?

PARTNERSHIPS: What partnerships will be developed (higher education, business/industry, professional associations, NYSDOL Career Centers, etc.)? How will these partnerships be developed, documented, and sustained?

MARKETING AND OUTREACH: How will eligible students and their families learn about the program? What marketing methods will be used? Who will be responsible for these efforts? How will these efforts be coordinated with related marketing and outreach efforts?

OTHER SOURCES OF FUNDING: What are the proposers other sources of funding? Is there a complete description of each funding source?

EVALUATION: How will students' performance be evaluated? How will the effectiveness of a program/course/class be assessed? How will instructors be evaluated? How will any newly-developed or modified curricular materials be evaluated and improved?

Section 4: Statement of Work - The Statement of Work (SOW) details how the proposer will fulfill the tasks outlined above. The SOW is the primary contractual document that identifies the deliverables and provides a basis for payment. It is an action document that specifically delineates each step or procedure required to accomplish the tasks outlined. The SOW must be prepared as an ordered set of tasks, including subtasks as necessary. The proposers should describe their approach/methodology and define their rationale for the proposed approach. They should describe the actions they will take to complete each task and the anticipated outcome of each task. Each action should, therefore, be identified, indicating who will perform it, how it will be performed, when it will be performed, and its anticipated measurable deliverables. In addition to responding to the defined tasks, the proposer is invited to present additional tasks as long as they promote and are consistent with the goals and objectives of this initiative.

In order to effectively evaluate a proposer's SOW, there must be concrete and specific ideas presented in the proposal for each element of all tasks. Proposers are expected to demonstrate their understanding of each task and what it entails by elaborating on how they would carry it out. No proposer is expected to provide a fully detailed and comprehensive implementation plan at this point, but each proposal will be evaluated on how much forethought and consideration proposers have given to every aspect of this program. Use the following format to describe each task or subtask:

Task 1: Task Title
The Contractor shall....
The Task 1 deliverable is....

The SOW must address all of the areas identified and described by the proposer in Section 3 of the proposal.

Include a task for Metrics Reporting. Metric reports shall be required in a format provided by NYSERDA. Metrics will include, but not be limited to, the following:

- Description and schedules for all training
- Rosters for staff training
- Locations where training sessions were held
- Course titles
- Instructor names and contact information
- Program start and end dates
- Number of attendees enrolled and completed; program attrition data
- Cumulative total of students attending training sessions
- Aggregate student data in a format provided by NYSERDA

- Registration fees paid by participants and summary of third-party funds used for training
- All costs incurred to conduct training sessions
- Pre- and post-training surveys for teachers and students in a format provided by NYSERDA
- List of equipment and materials purchased

Section 5: Management Structure - The proposal shall identify all project participants, including the program director, who will be responsible for ensuring that the tasks within the Statement of Work are carried out properly and in a timely manner. The proposer should provide a clear description of the roles and responsibilities of each key person in completing the work plan. An organization chart should be included in the proposal. Proposals that include partnership arrangements must specify one party as the Prime Contractor. The Prime Contractor will have overall responsibility for the administration of the Agreement and completion of the Statement of Work. The proposer should also describe how coordination with NYSERDA and any other partners will be accomplished.

Section 6: Qualifications - The proposers shall demonstrate how they are qualified to carry out the tasks in the Statement of Work. The proposal should clearly demonstrate how the proposer meets the experience, skills, and abilities necessary to effectively develop and implement this program, as described above. Proposers should describe ideas or strategies to augment their capabilities with external resources, if needed. Proposals should include examples of relevant training, as well as projects and programs that have been completed by the proposers that would demonstrate their qualifications to develop and implement this program. Each proposer should include the name and telephone number of at least three references. Resumes of all key team members should be provided in an appendix.

Section 7: Schedule and Staff Plan - The proposers shall include a timeline for completing each task and major subtask identified in their Statement of Work. This timeline should be in bar chart form, showing anticipated starting and completion times for each task in terms of weeks or months after execution of the Agreement.

The proposal should also include a staffing plan that identifies the key personnel, including any subcontractors or other resources responsible for completing each task and major subtask. Additionally, the proposal should include a table showing the number of hours each key person or subcontractor will spend on each task and the total hours per task.

Section 8: Cost Proposal and Budget - The Contract Pricing Proposal Form (CPPF) is included as an attachment to this PON. The proposal must include a completed CPPF for each of the following:

- The total proposal
- Each of the tasks identified

Attach detailed budget breakdowns (using the CPPF Supporting Schedule) for subcontractors, equipment, materials, and travel. See Attachment E, Sample Agreement, for the document NYSERDA will use to contract with successful proposers.

Cost Sharing – For this PON, cost sharing is not required but is preferred. Cost sharing can be from the proposer, other team members, and other government or private sources. Contributions of direct labor (for which the laborer is paid as an employee) and purchased materials may be considered "cash" contributions. Unpaid labor, indirect labor, or other general overhead may be considered "in-kind" contributions. NYSERDA will not pay for efforts that have already been undertaken. The proposer or proposing team cannot claim as cost share any expenses that have already been incurred. Show the cost sharing plan in the following format (expand table as needed):

	Cash	In-Kind Contribution	Total
NYSERDA	\$	\$	\$
Proposer	\$	\$	\$
Others (list individually)	\$	\$	\$
Total	\$	\$	\$

Attach additional documentation to support indirect cost (overhead) rate(s) included in the proposal as follows:

1. Describe the basis for the rates proposed (i.e., based on prior period actual results; based on projections; based on federal government or other independently-approved rates).
2. If rate(s) is approved by an independent organization, such as the federal government, provide a copy of such approval.
3. If rate(s) is based on estimated costs or prior period actual results, include calculations to support proposed rate(s). The calculation should provide enough information for NYSERDA to evaluate and confirm that the rate(s) is consistent with generally accepted accounting principles for indirect costs.

NYSERDA reserves the right to audit any indirect rate presented in the proposal and to make adjustment for such difference. Requests for financial statements or other needed financial information may be made if deemed necessary.

Appendices

Materials to be submitted in appendices include the following:

- Resumes of key personnel who will complete tasks described in the Statement of Work.
- If applicable, letters of commitment for all participating organizations. Each must be signed by a person authorized to bind the organization.
- Letters of support from other entities, such as professional organizations, the Department of Labor, colleges, or business partners.
- If applicable, a list of NYSERDA contracts your organization and/or team members have received.
- Other material deemed necessary by the proposer.

IV. Proposal Evaluation

Proposals that meet proposal requirements will be reviewed and evaluated by a Technical Evaluation Panel (TEP) using the Evaluation Criteria below:

Relevant Experience and Qualifications

Has the training team demonstrated appropriate experience developing, marketing, delivering, and evaluating educational training for high school students?

Do the key personnel dedicated to this program possess strong qualifications in education, energy, science, technology, engineering, mathematics, and/or career preparation for high school youth?

Is the overall capability of the training and management staff adequate and appropriate?

Will existing curricular materials be used? If so, where and how will they be obtained? How will they be used?

Does the proposer have or have plans to acquire the necessary technology and training resources?

Does the proposal include plans for the use of existing or new sites for training students and staff?

What is the proposer's previous experience with NYSERDA, if any?

Cost

Is the Contract Pricing Proposal Form (CPPF) adequate, clear, and complete?

Is the proposal within the \$200,000 NYSERDA budget limit?

Are billing rates current, reasonable, appropriate, and clearly-identified or itemized?

Are the costs to develop, deliver, and market the training affordable and cost-effective when compared to the costs of other comparable proposals and the projected results?

Has cost share been included? If so, is there a complete description for each funding source and the amounts to be provided?

Comprehensiveness of Approach and Management Plan

Does the proposed program replicate successful, exemplary programs already in existence?

Does the proposer have a letter of commitment or support from each partnering organization?

Does the proposal include an adequate plan and schedule for training delivery?

Are training sites located in New York State and in SBC territory? Has this region been addressed by any other proposals?

Are sufficient resources (staff, facilities, equipment, and materials) being devoted to the SOW and each proposed task?

Does the proposal's management plan include coordination and interaction with all of the relevant parties (partners, local resources, and other programs)?

How comprehensive is the proposal in addressing the following:

- The funds requested
- The technologies included
- The range of services included
- The number of students trained

Is the course content age- and grade-appropriate?

Is the program targeted to underserved youth populations (minorities, women, low income)?

Does the proposal include a marketing plan for reaching and motivating students to participate?

Does the proposal include plans for engaging the interest of students who will soon be entering high school?

Does the proposal include appropriate assessment strategies to gauge student learning?

Responsiveness to the Scope of Work of the PON

Has the proposer demonstrated an understanding of current training, energy-related certifications, and job-readiness skills/experience?

Is the SOW thorough, specific, logical, and consistent with the PON's objectives and NYSERDA's goals?

Does the SOW address one or more sources of energy efficiency, renewable energy, or advanced technology?

Does the proposal incorporate existing curricula or replicate existing successful programs?

Does the proposed program include or lead to college credits, industry certifications, job experience, or other appropriate experiential opportunities for students?

Does the proposer include creative suggestions to achieve the goals of this PON?

Are there any suggestions that broaden or deepen the scope of this PON that might not have been requested?

Are there plans for sustaining the program once NYSERDA funding is exhausted?

V. General Conditions

Proprietary Information - Careful consideration should be given before confidential information is submitted to NYSERDA as part of your proposal. Review should include whether it is critical for evaluating a proposal, and whether general, non-confidential information, may be adequate for review purposes. The NYS Freedom of Information Law, Public Officers law, Article 6, provides for public access to information NYSERDA possesses. Public Officers Law, Section 87(2)(d) provides for exceptions to disclosure for records or portions thereof that "are trade secrets or are submitted to an agency by a commercial enterprise or derived from information obtained from a commercial enterprise and which if disclosed would cause substantial injury to the competitive position of the subject enterprise." Information submitted to NYSERDA that the proposer wishes to have treated as proprietary, and confidential trade secret information, should be identified and labeled "Confidential" or "Proprietary" on each page at the time of disclosure. This information should include a written request to except it from disclosure, including a written statement of the reasons why the information should be excepted. See Public Officers Law, Section 89(5) and the procedures set forth in 21 NYCRR Part 501 at <http://www.nyserda.ny.gov/About/-/media/Files/About/Contact/NYSERDA-Regulations.ashx>.

However, NYSERDA cannot guarantee the confidentiality of any information submitted.

Omnibus Procurement Act of 1992 - It is the policy of New York State to maximize opportunities for the participation of New York State business enterprises, including minority- and women-owned business enterprises, as bidders, subcontractors, and suppliers on its procurement Agreements.

Information on the availability of New York subcontractors and suppliers is available from:

Empire State Development
Division for Small Business
30 South Pearl Street
Albany, NY 12245

A directory of certified minority- and women-owned business enterprises is available from:

Empire State Development
Minority and Women's Business Development Division
30 South Pearl Street
Albany, NY 12245

State Finance Law sections 139-j and 139-k - NYSERDA is required to comply with State Finance Law sections 139-j and 139-k. These provisions contain procurement lobbying requirements, which can be found at <http://www.ogs.ny.gov/aboutogs/regulations/advisoryCouncil/StatutoryReferences.html>.

The attached Proposal Checklist calls for a signature certifying that the proposer will comply with State Finance Law sections 139-j and 139-k and the Disclosure of Prior Findings of Non-responsibility form includes a disclosure statement regarding whether the proposer has been found non-responsible under section 139-j of the State Finance Law within the previous four years.

Tax Law Section 5-a - NYSERDA is required to comply with the provisions of Tax Law Section 5-a, which requires, prior to entering an agreement with NYSERDA, that a prospective contractor having a value in excess of \$100,000 certify to the Department of Taxation and Finance (the "Department") whether the contractor, its affiliates, its subcontractors and the affiliates of its subcontractors have registered with the Department to collect New York State and local sales and compensating use taxes. The Department has created a form to allow a prospective contractor to readily make such certification. See, ST-220-TD (available at http://www.tax.ny.gov/pdf/current_forms/st/st220td_fill_in.pdf). Prior to contracting with NYSERDA, the prospective contractor must also certify to NYSERDA whether it has filed such certification with the Department. The Department has created a second form that must be completed by a perspective contractor prior to contacting and filed with NYSERDA. See, ST-220-CA (available at http://www.tax.ny.gov/pdf/current_forms/st/st220ca_fill_in.pdf). The Department has developed guidance for contractors, which is available at <http://www.tax.ny.gov/pdf/publications/sales/pub223.pdf>.

Contract Award - NYSERDA anticipates making multiple awards under this solicitation. Regional diversity will be a selection factor to the extent possible. Contracts may be awarded based on initial applications without discussion or following limited discussion or negotiations. Each offer should be submitted using the most favorable cost and technical terms. NYSERDA may request additional data or material to support applications. NYSERDA will use the Sample Agreement to contract successful proposals. NYSERDA reserves the right to limit any negotiations to exceptions to standard terms and conditions in the Sample Agreement to those specifically identified in the submitted proposal (see Proposal Checklist). Proposers should keep in mind that acceptance of all standard terms and conditions will generally result in a more expedited contracting process. NYSERDA expects to notify proposers in approximately eight (8) weeks from the proposal due date whether your proposal has been selected to receive an award. NYSERDA may decline to contract with awardees that are delinquent with respect to any obligation under any previous or active NYSERDA agreement.

Limitation - This solicitation does not commit NYSERDA to award a contract, pay any costs incurred in preparing a proposal, or to procure or contract for services or supplies. NYSERDA reserves the right to accept or reject any or all proposals received, to negotiate with all qualified sources, or to cancel in part or in its entirety the solicitation when it is in NYSERDA's best interest. NYSERDA reserves the right to reject proposals based on the nature and number of any exceptions taken to the standard terms and conditions of the Sample Agreement.

Disclosure Requirement - The proposer shall disclose any indictment for any alleged felony, or any conviction for a felony within the past five years, under the laws of the United States or any state or territory of the United States, and shall describe circumstances for each. When a proposer is an association, partnership, corporation, or other organization, this disclosure requirement includes the organization and its officers, partners, and directors or members of any similarly governing body. If an indictment or conviction should come to the attention of NYSERDA after the award of a contract, NYSERDA may exercise its stop-work right pending further investigation, or terminate the agreement; the contractor may be subject to penalties for violation of any law which may apply in the particular circumstances. Proposers must also disclose if they have ever been debarred or suspended by any agency of the U.S. Government or the New York State Department of Labor.

VI. Attachments

Attachment A - Proposal Checklist (mandatory)

Attachment B - Disclosure of Prior Findings of Non-responsibility (mandatory)

Attachment C – Contract Pricing Proposal Form (CPPF - mandatory) & Instructions

Attachment D - Intent to Propose (optional, but encouraged)

Attachment E - Sample Agreement