

The logo for NYSERDA, featuring the word "NYSERDA" in a bold, black, sans-serif font.

## School Power...Naturally Program Upgrade and Expansion

Program Opportunity Notice (PON): 1184

**\$1,275,000 Available**  
**PROPOSALS DUE: Wednesday, May 22, 2008**  
**5:00 pm Eastern Daylight Time\***

The New York State Energy Research and Development Authority (NYSERDA) Program Opportunity Notice (PON) 1184 seeks proposals to maintain, upgrade, and expand the technical and educational capabilities of our **School Power...Naturally** program. School Power..Naturally was originally created to facilitate photovoltaic (PV) education, outreach, and demonstration for New York State elementary, middle and high (K-12) schools. The program now includes a Website with PV lessons for teachers and a large and unique set of performance data from PV systems installed at schools across New York. The lessons and data are available for free at our Website. NYSERDA, as administrator of the New York Energy Smart<sup>SM</sup> program, seeks not only to maintain and upgrade our current program, but to expand it to include teaching tools for wind. In addition, we encourage projects that create new ways to use the data, which need not be geared towards K-12 educational goals. NYSERDA has a total of \$1,275,000 available under this PON and plans to award multiple contracts. The maximum award will be \$250,000 in NYSERDA funds and the minimum award will be \$20,000 in NYSERDA funds. Cost-sharing by proposers of at least 25% is desired. Leveraging of other funding is strongly encouraged. In-kind cost-sharing is acceptable. NYSERDA anticipates an initial allocation of up to \$925,000 for Category A projects (Use the Tools and Data available through **School Power...Naturally**, and Maintain Awareness of the Program's Capabilities), and up to \$350,000 for Category B (Expand Demonstration Activities for PV System and Wind Equipment and Data, and Maintain the Technical Capabilities of the Program) projects, however, NYSERDA reserves the right to adjust these funding allocations depending on the quality and quantity of proposals received.

### **PROPOSAL SUBMISSION:**

Proposers must submit one (1) original and seven (7) 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, clearly labeled and submitted to:

**Roseanne Viscusi, PON No. 1184**  
**NYSERDA**  
**17 Columbia Circle**  
**Albany, NY 12203-6399**

If you have **technical questions concerning this solicitation**, contact **Judy Jarnefeld** at (518) 862-1090, ext.3293 or [jj1@nyserda.org](mailto:jj1@nyserda.org). If you have **contractual questions concerning this solicitation**, contact **Doreen Darling** at (518) 862-1090, ext. 3216 or [djd@nyserda.org](mailto:djd@nyserda.org).

No communication intended to influence this procurement is permitted except by contacting Judy Jarnefeld (Designated Contact) at (518) 862-1090, ext. 3293 or [jj1@nyserda.org](mailto:jj1@nyserda.org). 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: (1) may result in a proposer being deemed a non-responsible offerer, and (2) may result in the proposer not being awarded a contract.

\*Late proposals and proposals lacking the appropriate completed and signed Proposal Checklist will be returned. Faxed or e-mailed proposals will not be accepted. Proposals will not be accepted at any other NYSERDA location other than the address above. If changes are made to this solicitation, notification will be posted on NYSERDA's web site at [www.nyserda.org](http://www.nyserda.org).

# I. INTRODUCTION

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## GOALS AND OBJECTIVES

School Power..Naturally is one of the tools NYSERDA uses to increase overall market awareness in the Power...Naturally program. Our goal thus far has been to educate the consumers of the future, students in elementary, middle, and high school, about photovoltaic (PV) solar technology. Doing so can foster long-term interest in the importance of renewable technologies such as solar. Our program exposes students to live performance data from working PV systems via a classroom software program and public Website access. To date, NYSERDA has helped 50 schools pay for 2-kW PV systems, developed a wide variety of age-appropriate curricula, provided a Website where the curricula and performance data can be used for free by anyone, and fostered communication among schools. Assistance is sought to expand the program to include wind data and curricula, train teachers, analyze and coordinate the performance data, provide technical assistance to schools as needed, and market the program to teachers, school districts, and others.

Student and teacher enthusiasm for solar and wind energy and the **School Power...Naturally** program is here now. Teachers across New York are using the program. With the right help, this can translate into parental and community enthusiasm for increased use of solar energy in New York. NYSERDA has gone beyond the original goal of exposing students at 50 schools to live PV data – our Website, [www.SchoolPowerNaturally.org](http://www.SchoolPowerNaturally.org) is free and available to everyone, along with the curricular materials. There is a need to continue the momentum, build on our successes, and devise strategies to take advantage of new opportunities as they arise.

The New York State Energy Research and Development Authority (NYSERDA) seeks proposals to support the following goals and objectives:

- 1) create a long-term and sustainable technical and educational support system for existing or new schools with monitored PV systems (PV demonstration schools);
- 2) provide tools such as Data Acquisition Systems (DAS) to help expand the number of schools with access to PV or wind data; and,
- 3) raise awareness of **School Power...Naturally**, including the availability and capabilities of the curricula, teacher training opportunities, and data gathered by the DAS.

To meet these goals and objectives, a variety of educational and non-educational project topics is possible.

### **School Power...Naturally -- Program Upgrade and Expansion Categories:**

The program will be organized around two categories. Proposers **must** identify the category to which their proposal belongs; each proposal will only be considered for one category. A proposer may submit proposals in different categories, however a proposal with the same scope may not be submitted to more than one category. If the scope of a proposal spans categories, the proposer may either split the scope and submit multiple proposals (if each scope can stand alone as a single proposal) or choose one category for the entire scope (if the effort works best as an integrated idea). Each category will be evaluated separately.

Category A) Use the Tools and Data available through **School Power...Naturally**, and Maintain Awareness of the Program's Capabilities:

- Category A projects could develop and expand activities that will increase program awareness among teachers and keep them and their students interested and involved (see list of project activity examples).
- Or, Category A projects could use the unusually large data set generated from 50 nearly identical PV systems. Identify and develop unique opportunities to analyze and use the data set. A project to use the data set may be proposed, whether or not it is geared towards education of students in elementary, middle, or high school (see list of project activity examples).

Category B) Expand Demonstration Activities for PV System and Wind Equipment and Data, and Maintain the Technical Capabilities of the Program (see list of project activity examples below):

- Increase public and student accessibility of PV systems and PV and wind data for educational purposes. Though funding for the actual PV and wind installations would occur through NYSERDA's incentive program as detailed at [www.PowerNaturally.org](http://www.PowerNaturally.org), Category B projects designed to increase the educational accessibility of systems and data would incorporate peripheral activities not covered by the PV or wind incentive (see list of project activity examples).
- Or, Category B projects could design and implement technical maintenance activities for the equipment and software that will help assure continued and long-term program success (see list of project activity examples).

## EXAMPLES OF PROJECT ACTIVITIES:

Note: The following list of examples is meant to illustrate possible project topics, and is not meant to be all-inclusive. Please contact Judy Jarnefeld at [jj1@nyserda.org](mailto:jj1@nyserda.org), or (518) 862-1090 ext. 3293 if you are unsure whether your technical concept is eligible for this funding opportunity. Whether or not a topic is eligible for this particular funding opportunity, proposers may wish to explore other NYSERDA funding opportunities. NYSERDA issues solicitations describing multiple funding opportunities throughout the year, covering a broad range of topics. See [www.nyserda.org/funding/funding.asp](http://www.nyserda.org/funding/funding.asp) for further information regarding specific requirements and eligibility for NYSERDA's other current and upcoming funding opportunities.

### Example Project Activities in Category A:

Help teachers, researchers, and others use the performance data more effectively by refining existing lessons, creating new lessons, or creating tools for public use or research purposes **Note: NYSERDA intends to post new or revised lessons on our Website for free public access and use.**

- Compare **School Power...Naturally** pyranometer data to satellite imaging insolation data.
- Layer **School Power...Naturally** data with geographical information.
- Link the capabilities of the Clean Power Estimator (<http://nyserdaweb.cleanpowerestimator.com/nyserdaweb.htm>) to the data. Both the average NYS emission profile and the pyranometer data could be used.
- Develop a program for a PV installation site to compare actual performance and expected performance via some combination of site data, **School Power...Naturally** data, and/or satellite imaging insolation data
- Show (qualitatively, algebraically or with calculus) how speed and distance have the same mathematical relationship as power and energy.
- Show students that meters have more than one application.
- Discuss emerging ideas such as distributed generation and "virtual power plants."
- Discuss how radiative cooling leads to modules that are hotter than ambient during the day while running, and cooler at night. Tie in the principle of conservation of energy.
- Discuss financing solar energy.
- Increase student interaction with data in lessons.
- Attach advanced or college-level supplements to embellish individual lessons.
- Identify advanced research-based uses for **School Power...Naturally** data.
- Explore solutions to potential conflicts over confidentiality or availability of data from sites not in our program.

Provide tools to teachers that will help them use the **School Power...Naturally** program

- Previous training was limited to teachers at the PV demonstration schools. Develop or provide expanded teacher training opportunities. For example, target student teachers, or create distance-learning settings. Consider combining distance learning with other opportunities such as PV workshops for homeowners. Note: NYSERDA provides ongoing regional teacher training workshops on energy efficiency through an existing program, but

School Power...Naturally solar and wind training is needed for the “teacher trainers” conducting the workshops.

- Develop a program to make and distribute hands-on PV education kits that are either free, for rent, or for sale at low cost. (Kits that match the 15 Solar Kit Lessons are described at: <http://www.powernaturally.org/Programs/SchoolPowerNaturally/InTheClassroom/kitlessons.asp?i=9>)
- Consider pairing a less expensive mini-starter-kit with a popular lesson, and market it to a specific grade, or develop a more extensive kit and lessons to match.
- Encourage kit component manufacturers to package a pre-assembled kit that says it “can be used with lessons found on [www.SchoolPowerNaturally.org](http://www.SchoolPowerNaturally.org) .”
- Include hands-on PV education kit training in teacher training.
- Develop a program to provide a teacher training travel stipend to teachers who need it. Develop a management plan that is not costly or labor-intensive.
- Create better ways to identify and indicate to teachers which lessons tie intensively into the **School Power...Naturally** performance data. Currently, lessons on the Website that require student use of the data are marked with a sun-shaped symbol.
- Identify and implement effective ways of taking the existing lessons found on the website and reworking them so they are congruent with the Educational Standards for New York State, the Core Curricula for New York State, and the Regents Examinations. Currently, each lesson lists the specific NYS standards it addresses.

Expand the program to include wind curriculum.

- Develop and add wind lessons to the Website or direct teachers to other sites with wind lessons. Emphasize wind lessons that interact with performance data from DAS at monitored sites.
- Create promotional materials specific to wind education. For example, discuss wind lessons in a newsletter.
- Conduct teacher training for wind curriculum.

Create and implement student-based programs; design the programs so they are not overly labor-intensive or costly.

- Sponsor or support student-based events such as science fairs or poster contests. Create incentives for schools that participate.
- Develop competitions for schools to compete against each other. To minimize student travel needs, contests could be web-based or conducted remotely, as are math club competitions.
- Create New York-based programs that tie in to national programs such as the Solar Decathlon.
- Develop ideas that target specific groups of students, such as students in enrichment classes, home-schooled settings or after-school programs like scouting or 4H groups.

Market the program to expand awareness among schools, teachers, students, parents, and others in the community.

- Update the technical content of existing promotional materials as needed (curricula CDs, brochures, etc), and develop appropriate new promotional items.
- Develop a marketing program that coordinates with local TV stations and incorporates data from local PV demonstration sites.
- Develop materials that integrate all of NYSERDA’s educational programs.
- Develop materials that integrate **School Power...Naturally** with other programs outside of NYSERDA.
- Organize industry or utility sponsorship for project activities such as teacher training, guest speakers in schools, school awards, or additional monitored PV demonstration sites.

Support ongoing lesson development (the existing lesson development feedback forms on the Website are underused).

- Develop improved mechanisms to assess the effectiveness of particular lessons, then upgrade the lessons as needed. For example, improve rates of teacher feedback by providing teacher testimonials that describe benefits of particular lessons, rewarding teachers who provide feedback, or choosing and rewarding pilot schools that agree to test certain lessons.
- Develop and implement a program to give small grants to teachers to improve the curricula. Design the program so it is not overly labor-intensive or costly.
- Create and maintain an advisory committee or organize a series of meetings with teaching and solar experts who will periodically assess and improve the curricular materials.

Expand measurements of success.

- Track science scores in PV demonstration schools before and after program implementation.
- Compare community PV purchasing patterns in locations with and without PV demonstration schools. Publish the results.
- Survey PV demonstration schools to determine how many want to add a larger PV array and under what conditions they would do so.
- Survey or otherwise determine if there is a significant number of schools that don't have online web access and therefore cannot take advantage of web-based performance data.
- Track participation and interest via attendance at training opportunities, web usage of lessons and data, etc.
- Evaluate the program and make recommendations for future improvements.

#### **Example Project Activities in Category B:**

Expand the number of demonstration sites that display data from remote PV or wind demonstration sites.

- Expand access to real-time data, which is currently available only on-site at individual PV demonstration schools. (Data on the Website is presented as 15-minute averages.)
- Expand access to data from remote wind demonstration sites by adding DAS to large-scale or small wind installations.
- Develop specific DAS software appropriate for web-based interactive kiosk displays. Displays could have real-time DAS software similar to the existing PV demonstration sites or similar to our 15-minute averaged web-based data.
- Install interactive kiosks at educational museums or other high-visibility locations
- Create tools to expand the **School Power...Naturally** Website so it can easily display publicly-available PV performance data from new sites as they become available. Develop a long-term program to implement and maintain the tools.
- The PV performance data currently on the Website is generated by DAS from equipment made by Heliotronics, Inc. Determine whether and how data output from other brands of DAS equipment could link into our existing performance data webpage. Assess whether and how existing lesson plans would need to be rewritten if other DAS equipment were used.

Expand the number and type of monitored PV system demonstration sites.

- Develop and market a program to encourage new monitored site installations, particularly at K-12 schools but also at high-visibility locations such as museums. For example, create informational material and tools such as low-cost site evaluations, comprehensive application forms and guides, and/or long-term maintenance packages that will encourage potential sites and guide them through NYSERDA's existing PV incentive process (see PV incentive details at: [www.PowerNaturally.org](http://www.PowerNaturally.org)).
- Expand DAS equipment capabilities at current and/or future sites to include more weather parameters. For example, add a barometer, humidity sensor, and rain gauge.

Use installers, inspectors and technicians to keep PV demonstration sites functioning and maintain public availability of data.

- Develop a program, by using NYSERDA's existing PV inspectors or recruiting new ones, to visit schools periodically to ensure continued operation and safety of the PV system.

- Propose methods to provide and maintain the long-term educational value of the DAS at existing and new PV demonstration sites. For example, develop a tech support program that recruits and trains technicians to inspect, troubleshoot, and maintain DAS at PV demonstration sites. Address both on-site software needs and issues related to uploading data and displaying it on a public Website.
- Develop a mechanism to monitor and troubleshoot remotely to improve reliability.
- Develop training for on-site personnel.
- Develop and implement a training program and informational guide for eligible installers that includes technical aspects of DAS installation, unique circumstances with school installations (utility requirements, State Education Department requirements, site preparation, coordination, special site application forms such as an asbestos letter, roofer's warranty, etc.), and how to market program benefits to schools or other prospective clients. Consider coordinating training sessions with forums that installers regularly attend.

Expand measurements of success.

- Identify schools that do not have online web access and therefore cannot take advantage of web-based performance data. Propose ways to help them.
- Track participation and interest via attendance at training opportunities or web usage of data.
- Track availability of performance data to the public via Website uptime.
- Evaluate the program and make recommendations for future improvements.

## II. PROGRAM REQUIREMENTS

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### WHO MAY PROPOSE

- Proposers are encouraged to form teams when appropriate to meet project goals. Teams may consist of experts in education, renewable energy, software, data analysis, teacher training, professional training, or outreach; commercial firms; government organizations; universities; research organizations; industry associations; or other stakeholders.
- The lead proposer could be any organization responsible for successful completion of the project. If the proposal is selected for funding, the lead proposer will enter into an Agreement with NYSERDA as NYSERDA's contractor.
- Include **letters of commitment** from each team member in an appendix to the proposal.

### Proposers must:

- Address NYSERDA's **School Power...Naturally** program (proposed work need not be for educational purposes). Details on the program, including the performance data and educational materials, can be found at the Website: [www.SchoolPowerNaturally.org](http://www.SchoolPowerNaturally.org)
- Address PV or wind.
- Address an appropriate timeline for the proposed work. At a minimum, NYSERDA plans to maintain the public website and provide assistance to help schools maintain the PV demonstration sites through June, 2011.
- Address who has rights and access to data, material copyrights, etc. as applicable. NYSERDA intends to post new or revised lessons on our Website for free public access and use.
- Provide **cost sharing as appropriate:**

- In the form of **cash or in-kind** labor, materials, equipment, facilities, and other resources, subject to reasonable and verifiable valuation. Co-funding may be from the proposer or other private or government sources.
  - Cost-sharing by proposers of at least 25% is desired. Leveraging of other funding is strongly encouraged. In-kind cost-sharing is acceptable.
  - NYSERDA's share of funding for any project will be limited to a maximum of **\$250,000**.
  - Proposers **must** request a minimum of **\$20,000** in NYSERDA funding and provide value to NYSERDA commensurate with funding requested. The amount of funding requested will be considered for overall reasonableness with respect to meeting project objectives.
  - The quality of the proposer's co-funding is examined during the proposal evaluation process. Cash, labor, and materials are considered superior to other types of co-funding. The type of co-funding offered should be appropriate for the proposer's financial condition and the product's stage of development (degree of risk). The level of co-funding will be considered an indicator of the proposer's commitment to the success of the project.
- Work must include, where appropriate, coordination with New York State educational entities such as local school districts, the NYS Department of Education, the Science Teacher's Association of NYS, etc.
  - Projects that include development of new or improved lessons must address NYS-specific educational requirements and standards.
  - Preference will be given to material and programs that demonstrate their usefulness over the long term. Creative approaches to sustaining the **School Power...Naturally** program beyond the timeline of individual project activities are encouraged.
  - In addition, proposers are encouraged to identify and emphasize, as appropriate, other innovative and effective approaches, strategies, and tools that support the goals and objectives of this program.

**Other Considerations:**

- A proposal may be considered **non-responsive** if it fails to comply with the requirements above, the Proposal Format of Section III, or the General Conditions of Section V.
- Before an award is made, potential contractors may be required to demonstrate: access to financial resources sufficient to perform the proposed work, appropriate technical experience and adequate facilities (or the ability to access them), a good performance record, and the ability to qualify for an award under applicable laws and regulations.

**III. PROPOSAL REQUIREMENTS**

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**Format** - Your goal as a proposer should be to **concisely** present the information needed to fully address the objectives and evaluation criteria (see Section I and IV). Proposals that grossly exceed the page limits or fail to follow the format guidelines may be rejected as non-responsive.

Proposers must submit seven (7) copies of the completed proposal to the attention of Roseanne Viscusi at the address on the front of this Program Opportunity Notice/Request for Proposal. A completed and signed Proposal Checklist must be attached as the front cover of your proposal, one of which must contain an original signature. Late proposals and proposals lacking the appropriate completed and signed Proposal Checklist will be returned. Faxed or e-mailed copies will be not be accepted.

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:

**Proposal Checklist** - Complete and sign the Proposal Checklist attached to this PON, and include it as the front cover of each copy of the proposal. Note the following:

- Indicate whether you accept the Standard Terms and Conditions as contained in the attached Sample Agreement. If you do not accept the Standard Terms and Conditions, be prepared to provide alternative terms with justification based on the risk and benefit to NYSERDA and New York State.
- Be sure the individual signing the Checklist is authorized to commit the proposer's organization to the proposal as submitted.

**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 are available at: <http://www.ogs.state.ny.us/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 your proposal.

**1. Executive Summary** - Briefly summarize your proposal emphasizing the following:

- The problem or opportunity and its significance to New York State.
- Your proposed approach and how it will address the problem or opportunity and the program requirements, any innovative characteristics, and current stage of development.
- Alternative approaches, and why your proposed approach was selected. Include assumptions.
- Benefits if the project is successful. Quantify the benefits to the extent possible.

**The executive summary should be no more than two or three pages in length.** Please put the bulk of your effort into fully describing each task in the Statement of Work.

**2. Statement of Work** - Provide the following:

The Statement of Work (SOW) is the primary document that outlines work activities and required performance for payment by NYSERDA. It is an action document that specifically delineates each step or procedure required to accomplish the project objectives. Therefore, each action shall be identified, indicating who will perform it, how it will be performed and its intended result. Be clear

and specific; concentrate on "how" and not "why". Include quantifiable milestones as deliverables where possible.

You may use the following Statement of Work outline as the basis for your Statement of Work and expand or modify it as necessary to fit your project and provide additional information.

The Statement of Work must be structured as an ordered set of tasks as follows:

*Introduction: Briefly and clearly state the overall technical and performance goals of the project.*

### **TASK 1: PROJECT MANAGEMENT**

#### ***Subtask 1.1: Project Manager***

*The Contractor shall assign [insert name] as project manager who will be responsible for communications with NYSERDA and coordination of all project personnel, subcontractors, schedule, budget, and reporting. [Name] shall serve as the coordinator between all project participants, including coordination of written progress reports, conference calls, project review meetings, and other developments.*

#### ***Subtask 1.2: Project Management Meetings***

*[At a minimum, plan a kickoff meeting and a wrap-up meeting. Consider annual meetings, as appropriate. Identify parties to participate at each meeting.] The Contractor shall arrange the kickoff meeting with NYSERDA and [name other parties as appropriate] to discuss project scope and objectives, as well as interim goals. The Contractor shall prepare a meeting agenda (in advance), take minutes, and describe key meeting results in the monthly and final reports. The Contractor shall arrange a wrap-up meeting during the last month of the project, and invite all participants and other key individuals who become involved in the project in the interim.*

#### ***Subtask 1.3: Subcontractor Coordination (If applicable)***

*The Contractor shall... [State how activities will be coordinated between the proposer and any partners or subcontractors, and NYSERDA. A discussion of subcontracting arrangements should also be included.]*

#### ***Subtask 1.4: Reporting***

##### **Monthly Reporting**

*The Contractor shall prepare and submit monthly reports describing the progress of the project. Copies of the monthly progress report shall be submitted to NYSERDA's Project Manager. The Monthly Progress Reports shall be in the following letter format:*

- *Title of project*
- *Agreement number*
- *Period of this report*
- *Progress during reporting period*
- *Planned progress in the future*
- *Identification of problems*
- *Planned solutions*
- *Ability to meet schedule and reasons for slippage in schedule*
- *Schedule -- percent completed and projected*
- *Analysis of actual costs incurred in relation to the budget.*

*It is understood and agreed that NYSERDA and the Contractor are sharing the costs for the project work to be performed [if applicable] and that the cost share identified in the Contractor's proposal and budget shall be readily available as described therein. Any change of cost share by the Contractor shall be subject to the prior written approval of*

*NYSERDA. Such approval shall not be unreasonably withheld. NYSERDA reserves the right to limit the amount of progress payment made in any reporting interval to an amount commensurate to the documented cost share incurred.*

#### Final Report

*The Contractor shall prepare and submit a final report, consistent with Exhibit F of the Sample Agreement, documenting the results of the entire project, including all deliverables identified in the tasks, and a brief description of all methods, analyses, recommendations, and results. (The length of the final report is targeted to be 50 pages or less.)*

- 1) At least one outline shall be given to NYSERDA for review.*
- 2) A first draft of the final report shall be given to NYSERDA for technical review, with at least 30 days allowed for review.*
- 3) A second draft of the final report shall be prepared, which conforms with the "Report Format and Style Guide" (the Guide contained in Exhibit C of the Agreement). The second draft shall address or incorporate questions and comments resulting from review of the first draft. The second draft shall be given to NYSERDA for technical review follow-up and for format review, with at least 30 days allowed for review.*
- 4) A copy of the final report, in compliance with Exhibit C, shall be submitted to NYSERDA's Manager of Technical Communications, which adequately addresses NYSERDA's comments.*

#### **Deliverables:**

**Monthly progress reports**

**Meetings: arrangements, agenda, minutes**

**Final Report: Outline, first draft, second draft**

#### **Task 2, 3, 4, etc: Training, Design, Development, Installation, Marketing, Surveying, et al Tasks (as appropriate)**

*Add as many tasks and subtasks as necessary to cover all actions needed to achieve the goals and objectives of your project. Arrange your tasks logically and elaborate on the details of each one. Be specific as to who will perform the work, when, where, and how. Begin each task description with "Task 'X': Title, The Contractor shall.. (do such and such)." Fully detail tasks such as: planning, design, product development, testing, test protocols, installation, demonstration, monitoring, data collection, analysis, training sessions, marketing plans, maintenance, rights to data or other materials, or other tasks necessary as appropriate to fulfill the research design. Include task deliverables if appropriate. Measure benefits of the project, as appropriate. Identify and quantify performance targets. These are the means by which near-term success of the project will be measured, evaluated, and verified against the project's goals and objectives. These targets should relate to specific project objectives and tasks, and should be measured by completion of the project.*

#### **3. Proposed Schedule – Provide the following: (one page is suggested)**

- Present a realistic schedule, with a starting point and duration for each task and subtask in the Statement of Work, preferably in a bar chart. Identify critical path items and timing of major milestones.

#### **4. Proposer Qualifications - Identify the following:(one to three pages is suggested, depending on number of team members)**

- Proposer and any other team members and major subcontractors. Provide a chart showing key roles and responsibilities, and the relationship between team members.
- Project Manager and other key individuals.
- Qualifications of all businesses, organizations, and individuals named above, including relevant experience and references.
- NYSERDA contracts awarded in the past five years, if any.

**5. Budget - Provide the following:**

- **Contract Pricing Proposal Form (CPPF) - [The CPPF, with associated instructions, is provided as an attachment to this PON. Each proposal must include a completed CPPF. Additional CPPF formats are available at: <http://www.nyserda.org/Funding/stdforms.asp> ]**
- **Per-Task Cost Table** Submit one table indicating both:
  - 1) the total expenditures for each task in the Statement of Work, and
  - 2) the percent of total effort for each task.
- **Cost Sharing Table - Cost-sharing by proposers of at least 25% is desired. Leveraging of other funding is strongly encouraged. In-kind cost-sharing is acceptable. 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):

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

Attach supporting documentation to outline indirect cost (overhead) rate(s) included in your 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 a rate is approved by an independent organization, such as the federal government, provide a copy of such approval.
3. If a rate is based on estimated costs or actual results from the prior reporting period, include calculations to support the proposed rate. Calculation should provide enough information for NYSERDA to evaluate and confirm that the rates are 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 any difference between the proposed and actual rate. Requests for financial statements or other needed financial information may be made if deemed necessary.

**6. Appendix**

- **Letters of Commitment or Support** - If you are relying on any other organization or business to do some of the work, provide services or equipment, or share in any non-NYSERDA cost, include a letter from that organization or business describing its commitment. Also include

letters of commitment or support from businesses or organizations critical to the future commercialization, demonstration, or implementation of the project. **Absence of letters of commitment or support will be interpreted as the proposer not having commitment or support from those parties.**

- **Exceptions to the Terms and Conditions** - If you do not accept the standard terms and conditions (including the recoupment provisions) as contained in the attached Sample Agreement, provide alternate terms with justification based on the risk and benefit to NYSERDA and New York State.

## **IV. PROPOSAL EVALUATION**

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Proposals will be reviewed by a Technical Evaluation Panel (TEP) and will be scored and ranked according to the following criteria, *listed in order of importance*. Each category will be evaluated separately.

### **EVALUATION CRITERIA**

- **Requirements** - A **negative response** to any one of the questions identified below by a check mark (✓) **may eliminate** the proposal from further consideration. **Does the proposal:**

- ✓ Address program requirements?
- ✓ Include a Per-Task Cost Table?
- ✓ Provide cost-sharing as appropriate?
- ✓ Include a Cost-Sharing Table with supporting documentation?

- **Overall**

- What is the likelihood of the proposal achieving its stated goals?
- Have the risks been identified and addressed?
- How well does the proposer understand the project?
- Is the proposed project likely to be the best approach to exploit the opportunity?
- Is the proposed work technically feasible, innovative, and superior to alternatives?
- Will the proposed work be useful over the long term?

- **Proposer or Proposing Team**

- Is the project's organizational structure appropriate and does it include a single lead proposer responsible for managing all aspects of the project and ensuring project success?
- Are roles of responsibility for individual project personnel defined and is their experience appropriate for their responsibilities?
- How qualified is the proposer or team to perform the proposed work, based on the evidence provided?
- Is the proposer or team familiar with specific New York State educational requirements, if appropriate for the work?
- Does the proposer or team show a balance of expertise appropriate for the work (technical, business, educational, training, analytical, technical communication, marketing, administrative expertise, etc. as needed)?

- Is there evidence of a good performance record on other relevant projects?
- Is there evidence of experience relevant to New York State as needed?
- Does the work include appropriate coordination with New York State entities?
- How firm are the commitments from essential team participants?

■ **Statement of Work (SOW) and Schedule**

- Is the SOW well-organized, clear, and complete?
- Is the level of detail provided sufficient to adequately describe the work to be accomplished?
- Is the SOW likely to achieve the goals of the project?
- Will the project measure quantifiable benefits in a well-conceived manner?
- Is the schedule provided in adequate detail?
- Are significant, appropriate, and quantifiable milestones and delivery of reports identified?
- How likely is the project to meet the significant milestones?

■ **Cost**

- Is the overall project cost justified based on the proposed work and expected benefits?
- Is the amount of funding allocated for specific tasks reasonable and sufficient?
- How appropriate are the proposer's cofunding contributions (sources and amounts) with respect to the degree of risk, potential to benefit from the work, and financial status of the organization?

**OTHER CONSIDERATIONS**

Proposals will be reviewed to determine if they reflect NYSERDA's overall objectives, including: the availability and quality of public data that will come out of the project, the balance among NYSERDA projects of long-term and short-term benefits, risk/reward relationships, similar ongoing or completed projects, the general distribution of NYSERDA projects among industries and other organizations, and the distribution of projects within New York State.

**V. GENERAL CONDITIONS**

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**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(d)(2) 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 [www.nyserda.org/nyserda.regulations.pdf](http://www.nyserda.org/nyserda.regulations.pdf). 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.state.ny.us/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 a prospective contractor, prior to entering an agreement with NYSERDA having a value in excess of \$100,000, to 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.state.ny.us/pdf/2006/killin/st/st220td\\_606\\_fill\\_in.pdf](http://www.tax.state.ny.us/pdf/2006/killin/st/st220td_606_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.state.ny.us/pdf/2006/killin/st/st220ca\\_606\\_fill\\_in.pdf](http://www.tax.state.ny.us/pdf/2006/killin/st/st220ca_606_fill_in.pdf) ). The Department has developed guidance for contractors which is available at [http://www.tax.state.ny.us/pdf/publications/sales/pub223\\_606.pdf](http://www.tax.state.ny.us/pdf/publications/sales/pub223_606.pdf).

**Contract Award** - NYSERDA anticipates making multiple awards under this solicitation. It may award a contract 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 expects to notify proposers in approximately eight weeks from the proposal due date whether a given proposal has been selected to receive an award.

**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.

**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 that 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.

**Attachments**

Attachment A - Proposal Checklist

Attachment B - Disclosure of Prior Findings of Non-responsibility

Attachment C - Contract Pricing Proposal Form (CPPF) and Instructions

Attachment D - Sample Agreement