

**TECHNICAL NARRATIVE TEMPLATE**

**2024 Renew America’s**

**Schools Prize**

Team Name:

Submission or Entry Title:

**Technical Narrative Template**

**[The red (instructions and context) and blue (examples) text throughout the template should be removed in the final version of the Technical Narrative]**

*The U.S. Department of Energy (DOE) is providing this template as an administrative convenience for prize competitors. Use of this template is not required; competitors are welcome to provide the requested information in an alternate format. Competitors final Technical Narrative should be uploaded in .pdf form, be 10 pages maximum (including cover page) and text should be at least 11-point font.*

Write a detailed narrative describing your solution that addresses each of the evaluation criteria. Please note that a separate template is provided for the Community Benefits Plan.

The suggestions below are meant to guide the content competitors provide but are not meant to be prescriptive or restrictive; you decide where to focus your answers.

The Technical Narrative must be in English. Unless stated otherwise, all files must be submitted in the HeroX platform in an unlocked, searchable PDF form. Content that exceeds any page will not be reviewed. Please refer to the official 2024 RENEW AMERICA’S SCHOOLS RULE DOCUMENT for each criteria question and its associated suggested content.

The independent reviewers will score the questions based on the content provided in the narrative and other submission elements.

*Distinguishing Features/Definitions:*

* *Prime:*
  + *Organization, individual, or other entity that receives a financial assistance award from DOE (i.e., is the signatory on the award), is financially accountable for the use of any DOE funds or property provided for the performance of the Project and is legally responsible for carrying out the terms and condition of the award.*
* *Subrecipient:*
  + *Uses funds to carry out program purpose;*
  + *Cannot earn profit;*
  + *Can provide cost share (but not required to).*
* *Vendor/Contractor:* 
  + *Procured by the Prime and/or Subrecipients;*
  + *Provides goods and services which are auxiliary or complementary to the program;*
  + *Can earn profit;*
  + *Cannot provide cost share.*
* *Partner:*
  + *A key team member with no financial involvement in the award.*

**NCES District ID**: [Enter 7-Digit Number]

*[If you do not have one, please explain why. Enter multiple if the application includes multiple local educational agencies (LEAs).*

*If you are unsure of your NCES District ID, identify the ID by visiting:* [*https://nces.ed.gov/ccd/districtsearch/*](https://nces.ed.gov/ccd/districtsearch/)

**Project Locations: [**Enter Proposed Project Address(es) – include street address, city, state, and zip code + 4 for each location]

**Table A: Project Contacts:**

|  |  |
| --- | --- |
| **Technical Contact / Principal Investigator (PI)** | **Business Officer (BO)** |
| [Name]  [Title]  [Address]  [City, State, Zip]  [Office Phone Number]  [Mobile Phone Number]  [Email address] | [Name]  [Title]  [Address]  [City, State, Zip]  [Office Phone Number]  [Mobile Phone Number]  [Email Address] |

*Please note that the PI and BO must be from either the prime recipient or a subrecipient. They cannot be from a vendor/contractor.*

***Additional Key Project Participants and Organizations***

*Please provide the name(s) and type of organization(s) of each additional key participating organization including the name, title, address, telephone number, and electronic mail addresses of participant contacts here, if applicable.*

|  |  |  |
| --- | --- | --- |
| **Table B: Key Team Members and Organizations** | | |
| **Organization** | **Role & Function** | **Point of Contact Information** |
| [Name of Organization] | **Role (select one)**: Subrecipient, Vendor, Partner, Other  **Function (select all that apply)**: Equipment Supplier,  Owner’s rep, EPC contractor, labor union/training provider, etc. | [Name]  [Title]  [Address]  [City, State, Zip]  [Office Phone Number]  [Mobile Phone Number]  [Email address] |
| [Name of Organization] | **Role (select one)**: Subrecipient, Vendor, Partner, Other  **Function (select all that apply)**: Equipment Supplier,  Owner’s rep, EPC contractor, labor union/training provider, etc. | [Name]  [Title]  [Address]  [City, State, Zip]  [Office Phone Number]  [Mobile Phone Number]  [Email address] |

1. **Project Overview**

## 0.1 Background

*The competitor should discuss the organization(s) background, including the history and state of the school facilities identified in the portfolio.*

## 0.2 Project Goals

*The competitor should provide a clear and concise (high-level) statement of the goals and objectives of the project as well as the expected outcomes. The competitor should describe the critical success factors in achieving their goals, including the ways in which the proposed project location and related infrastructure, skilled workforce, community benefits, etc. will contribute to the success of the overall project.*

*Goals [Insert as many project goals as necessary for your project. This can be in bullet, table, or paragraph format]:*

1. *Description for Goal #1*
2. *Description for Goal #2*

## 0.3 Student Learning and Growth

*Competitors should describe how the proposed goals will have an impact to student learning and growth.*

# 1.0 Need for Planning and Energy Assessment

## 1.1 Facility Needs Assessment

*The competitor should provide a short summary for the portfolio of school or school facilities included in the application that describes the extent to which the identified schools exhibit a high need for energy assessments and may require energy improvements. (e.g. age of school, deferred maintenance, fiscal/capital constraints for facility, services, high energy costs, failing systems, and/or others).*

*The description should summarize and support the “School Energy Assessment (SEA) Form” reports. Provide the “SEA Form” reports as a separate attachment in the designated HeroX location.*

## 1.2 Community Need

*The competitor should provide a short summary for each school that describes the school and neighboring community needs. This may include, but is not limited to, high eligibility for free or reduced-price lunch, designated school district locale code of 41, 42, or 43 as defined by NCES, Title 1 Schoolwide programming designation, student demographics, disadvantaged community designation, and/or reliance on the school as a community resource such (for example, a cooling center or disaster recovery shelter). The description should summarize and support the required “Energy Justice Mapping Tool Report” submitted as a separate attachment. Provide the “Energy Justice Mapping Tool Report” as a separate attachment in the designated HeroX location.*

*The competitor should also complete Table C below to note the Free and Reduced-Price Lunch Percentage per school or school facility.*

*1.Insert additional rows as needed to align with portfolio size.*

*2. If you are unsure of the NCES School ID visit the NCES link to find the ID:* [**https://nces.ed.gov/ccd/schoolsearch/**](https://nces.ed.gov/ccd/schoolsearch/)

*­3. Free & Reduced-Price Lunch Percentage should be calculated based on the number of students who are eligible to participate in the Free Lunch and Reduced-Price Lunch Programs under the National School Lunch Act of 1946 divided by the total student population at the school.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Table C: Free and Reduced-Price Lunch Percentages per School** | | | |
| **No.** | **School Name** | **NCES School ID** | **Free & Reduced-Price Lunch Percentage** |
| 1 | Elementary School ABC | xxxxxxxxxxx | 45% |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |

# 2.0 Team Composition, Capability and Experience

## 2.1 Project Team Composition

*The competitor should describe the project team’s unique qualifications, expertise, and capacity to provide services and comprehensive support to first complete the strategic plan and energy audits and ultimately implement the proposed energy improvements. Team members should include key roles such as school financing consultant, tax consultant, energy auditor, engineering firm, construction contractor, etc.*

*Please note that resumes are required and submitted separately.*

## 2.2 Team Capability and Experience

*The competitor should outline the successful track record within their relevant sector of each key team member and organization included in Table B.*

## 2.3 Commitment

*The competitor should document that all needed team members will be in place and ready to accomplish the stated goals for Phase 2. If the competitor plans to bring on key team members to support with Phase 2 and Phase 3, the competitor should describe the steps they will take to secure those team members.*

# 3.0 Implementation Plan for Phase 2 (Cooperative Agreement)

*The competitor should describe their plan for Phase 2 (Strategic Plan + Energy Audits) of the Cooperative Agreement.*

## 3.1 Project Plan

*Competitors should outline how they plan to complete the required Strategic Plan and ASHRAE Level 2 energy audits within the time allotted to Phase 2 (9-12 months).*

## 3.2 Schedule

*The competitor should describe the work they will accomplish in Phase 2 and how they will accomplish key milestones towards meeting project goal(s) and will produce all deliverables for Phase 2 (see the Prize Rules Document Section 2.4).*

*The summary schedule shall contain a concise description of the specific activities to be conducted in Phase 2. The following table is a sample table and should be used as a starting point for Tasks and Subtasks. It is not comprehensive, and additional tasks and subtasks should be considered. Exact dates do not need to be provided but should be indicated by duration of months. Consider impacts to the schedule for items such as permitting, NEPA, BABA Compliance, Davis Bacon Act, etc.*

*[SAMPLE TABLE] – Update the tasks, subtasks, and months to align with your proposed project.*

|  |  |
| --- | --- |
| ***Budget Period 1 [10 months] – Planning and Design*** | |
| *Task 1.0 (4 months)* | *Energy Audits (ASHRAE Level 2) for Schools or School Facilities in proposed portfolio* |
| *Subtask 1.1* | *Energy Audits submitted to LEA* |
| *Task 2.0 (4 months)* | *Strategic Plan for Energy Improvements* |
| *Subtask 2.1* | *Review Energy Audit findings with consultant* |
| *Subtask 2.2* | *Develop plan to utilize IRS Elective Pay tax credits in the Strategic Plan with the Tax Consultant* |
| *Subtask 2.3* | *Develop budget based on findings above.* |
| *Task 3.0 (2 months)* | *Submit Strategic Plan and Energy Audits to DOE* |

# 4.0 Impact and Replicability

*The competitor should situate their project within larger sustainability, decarbonization, and clean energy goals, demonstrating how pivotal aspects of their project can be extrapolated to different sites and contexts.*

## 4.1 Strategic Partnerships

*The competitor should describe the partnerships critical to their project, highlighting the strategy behind their partnership selection.*

## 4.2 Benefits

*The competitor should describe the potential benefits in terms of cost savings, air quality improvements, and emissions reductions from full implementation of the project.*

## 4.3 Scalability

*The competitor should address the replicability and scalability of the project, both within the competitor’s LEA and/or by external LEAs. Plans to build upon this work within the LEA, disseminate strategies and lessons learned to external LEAs, and/or collaborate with other LEAs on pursing energy efficiency and renewable energy technologies should be noted.*