

**PY 2002 - 2003 CPUC Energy Efficiency Programs
Quarterly Reports Narrative**

Program Implementer Name:	Alliance to Save Energy
Program Title:	Green Schools Green Communities
Program Reference Number:	142-02 – PG&E Territory
Quarter:	3rd Quarter 2003
Period Covered by this Report:	July 1 – September 30, 2003

Section I. Program Overview

The Alliance's Green Schools Program is an energy efficiency education program that achieves immediate and persistent energy savings by reaching students, teachers, administrators, and residential customers through a program of targeted and in-depth education, multilevel outreach, and behavioral modification.

Section II. Program Summary Data

1. Program Expenditures

Activity	Actual	Committed	Total
Administrative	\$83,633.49	\$0	\$83,633.49
Marketing and Outreach	\$66.66	\$0	\$66.66
Direct Implementation	\$150,247.59	\$15,659.28	\$165,906.87
EM&V	\$768.98	\$0	\$768.98
TOTAL	\$234,716.72	\$15,659.28	\$250,376.00

2. Energy Savings and Demand Reduction – *Not applicable*

Green Schools, Green Communities is an information-only program and does not include any specific energy measures. Therefore, it is not required to submit energy and peak demand savings targets or cost-effectiveness calculations.

3. Unit Count – *Not applicable*

4. Rebate and Install Program Summary – *Not applicable*

5. Audits/Site Surveys – *Not applicable*

6. Training

We held professional development workshops on August 19 & 20 for our new elementary schools and on September 20, 2003 for our high schools. At both workshops there was a focus on integrating the Green Schools Program into existing curriculum activities with an allocation of time for each school team to design a plan for the activities at their site.

We completed the remaining two hours of training for Marjorie Tobias Elementary School during a site visit (walk-through audit) on August 27, 2003.

7. Marketing

No marketing materials were developed during this report period.

Section III. Customer Summary Data

1. **Customer Count** – *Not applicable*
2. **Customer Enrollment** – *Not applicable*
3. **Customer Details**

There are nineteen (19) school sites currently participating in the program. There is a diverse population of students as reflected by the demographic report.

- There are an estimated 14,316 students enrolled in these schools.
- Four (4) sites have 50 percent or higher of their student population enrolled in the free and reduced-price meal program – a socio-economic low-income indicator. Two (2) of these sites exceed 88 percent of the entire population.
- Seven (7) of these school sites receive a portion of Title One or other compensatory education funding for their students, and one of the seven receives funding school-wide. This is an important economic indicator since these federal funds are for educationally at-risk students.

Title One helps the following students meet state academic content and performance standards:

- Low-achieving students who attend the highest-poverty schools
 - Students with limited proficiency in the English language
 - American Indian students
 - Migrant students
 - Neglected, delinquent, or at-risk children and youth
 - Students with disabilities
 - Young children who need reading assistance
- A school that implements a school-wide Title One program must serve an attendance area in which at least 40 percent of the children are from low-income families or at least 40 percent of the children enrolled in the school are from low-income families.

4. Hard to Reach

The standard zip code list that is produced (by the utilities) for assessment of target populations does not take into consideration the fact that a school may reside in a zip code that is not identified as Hard to Reach (HTR) while the students it serves come from neighborhoods that may be classified as HTR. Since it would be difficult to track students and establish criteria, we would assert that based on demographic data on the schools that we are serving, that there are ten (10) sites that meet the general definition of hard to reach. There are four (4) schools that automatically are classified as Hard to Reach (HTR) since they are identified by the HTR zip code data list from SCE.

- Two sites (2) have high socio-economic low-income indicators with 89.7 percent (Bellevue) and 88.7 percent (Kawana) of their student enrollment eligible for the free and reduced-price meal program and 51% (Bellevue) and 56% (Kawana) of the students receiving Title One and/or compensatory education funding. Both of these sites also have higher enrollments of Hispanic/Latino (over 66 percent) students – typically viewed as a hard to reach population.
- Four (4) sites in the Jefferson Unified School District have a large minority population of Hispanic/Latino, Filipino and Asian students ranging from 50-81 percent of the school population – making the case that these schools serve a population of students that have been identified as harder to reach populations.

Attachment A: School Matrix at a Glance

Attachment B: School Demographic Profile

Section IV. Program Implementation Status

The program activities and target dates as outlined in the PIP for this reporting period are listed below with status, deliverables and attachments, if applicable:

1. Status of Program Delivery

- Obtain Statement of Intention from School Districts (for additional sites)

Update: During the month of September we obtained a signed SOI from West Contra Costa Unified School District.

The Santa Rosa School Board met on September 24, 2003 and unanimously approved the Green Schools Program. We expect to receive the signed Letter of Intent soon.

Deliverable: **Attachment C:** *Signed Statement of Intention from West Contra Costa Unified School District* (Available as hard copy only)

- Supplemental Program Activity – Conduct Professional Development Workshop for new schools, provide instructional materials for participants

Update: We held a two-day (10-hour) professional development workshop on August 19 & 20 for our new elementary schools: Marjorie Tobias Elementary School, MP Brown Elementary School, Thomas Edison Elementary School, JFK Elementary School, and Yalupa Elementary School. The custodians in attendance also received specialized training during this workshop.

Our new elementary school teams received the Green Schools Resource Binder and supplemental instructional materials during the training. Other resources were discussed (and displayed) and teachers signed up for certain quantities of the materials they wish to use. We will order these materials and distribute them to the individual school teams. This method enables us to purchase the needed number of materials, rather than estimated quantities.

Deliverables: Attachments A.1- A. 4 - provided with the August 2003 monthly report.

Update: We made all the arrangements and contacted all of our new schools to invite them to participate in a professional development workshop, which was held on Saturday, September 20, 2003.

Our new school teams received the Green Schools Resource Binder and supplemental instructional materials. Other resources were discussed (and displayed) and teachers were invited to check out resources from our *Lending Library*, which was developed (catalogued) this month. This library is meant to make limited resources accessible to everyone for limited time durations.

Deliverables: Attachments A.1-A.8 provided with the September 2003 monthly report.

- Program Activity: Develop Advisor/Mentor Program for second year of Student Advisory Committees, Due August 31, 2003.

Status: In May last year, we met with a student group interested in establishing an Environmental club (Student Advisory Committee) at Hillsdale HS and their Advisor who is also a member of the Green Schools Team. We brainstormed things they could do to help the school save energy. Since they want to start a recycling program they felt they could check lights and monitors when they went around collecting the recycled material. They felt it would be important to connect with another student group at the Service Commission to help with their activities. We will be following up with the group soon after school starts.

Deliverable: Attachment B – provided with the August 2003 monthly report.

- Program Activity: Train students to become certified student energy auditors. Due December, 31, 2003.

Update: Geoff Chandler of Wilson Educational Services, who conducts the STEM training, attended the September training and spoke with the different high schools about the program. We received expressed interest from El Molino, Analy & Montgomery High Schools. Geoff Chandler followed up with all the interested schools. STEM training will be conducted during the fall semester of 2003.

2. Program Accomplishments

By being flexible with training dates and holding engaging workshops that provide many resources and opportunities, we have been able to secure program participation by 19 schools, exceeding both the originally proposed (15) and revised (18) amounts.

3. Program Challenges

We have had the West Contra Costa Unified School District Regional Superintendents e-mail the principals of the HTR schools about the program and inform them that we would be contacting them. Still, we do not hear back from the

schools because other things take precedent. Starting up with schools going into their second year has been challenging for the same reason. Since support has been reduced because of the budget cuts, teachers and custodians have to do their work and the work of the support staff.

4. Customer Disputes

There were no customer disputes during this report period.

5. Compliance Items

There were no compliance items that needed to be addressed during this report period.

Section V. Additional Items

We participated in the Solar Sebastopol Fair & Festival in Sebastopol, CA on August 17, 2003. A Green Schools student representative helped at a booth promoting the Green Schools Program to the community. Over 2,000 people attended the fair. Several parents and teachers requested more information about the program so they could encourage their respective schools to join the program. We also sent information to a representative from the Technology Department of the Sonoma County Office of Education who said he would post it to all teachers in the county. The Green Schools student took part in a youth panel. She discussed how Green Schools helped to engage her and her friends in energy conservation work. She also conveyed to the community and families in attendance the important message of changing wasteful energy behavioral patterns to energy efficient habits.