

OFFICE OF ENERGY RESOURCES

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July 15, 2008

IPC-E-08-11

Jean Jewell
Commission Secretary
Idaho Public Utilities Commission
472 W. Washington
PO Box 83720
Boise, ID 83720-0074

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2008 JUL 15 AM 11:59
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Jean Jewell:

In response to Order No. 30588 (Notice of Status Conference), the Idaho Office of Energy Resources (OER) submits the attached proposal for your review. The proposal was prepared in cooperation with Idaho Power Company (IPC) and the Idaho Department of Education (DOE).

This collaborative effort among OER, DOE, and IPC provides a level of established accountability essential to ensuring that revenues for this project are used for the intended purpose and can withstand audit review. Ultimately, this provides the IPUC with the necessary protection to assure utility customers that sulfur dioxide (SO₂) emission allowances identified for this project are appropriately expended.

Specifically, this proposal establishes the OER as the lead agency for an Energy Education project that utilizes \$500,000 of the SO₂ proceeds referenced in Case No. IPC-E-08-11. The project has two main thrusts: an energy efficiency curriculum component and an enhanced energy efficiency funding element. Both efforts are consistent with the intent and scope of the IPUC's recent orders.

The energy efficiency curriculum component has two distinct phases. The first phase identifies teachers who will work with the DOE to identify a curriculum, adjust it to meet Idaho's needs, and utilize it in the classroom. These teachers will then assist with phase two of the project involving a significant train the trainer curriculum component. The goal of this project is to encourage the use of energy efficiency curriculum and to develop a core of educators trained to utilize the material in the classroom.

The enhanced energy efficiency portion of this proposal seeks to kick start an aggressive cost savings program for public schools in IPC's territory. Under the provisions of this segment of the proposal, existing IPC incentives will be marketed to schools in conjunction with enhanced energy efficiency funding generated through SO₂ funds. This approach addresses one of the fundamental problems Idaho schools face; a lack of capital funds to perform energy efficiency

measures. By creating an opportunity for schools to more readily deploy energy efficiency measures, it is anticipated that schools can immediately begin reducing their energy consumption, see a quicker pay back for measures implemented, and potentially redirect funds previously used for utility bills.

If approval is granted, the OER stands ready to respond to any additional provisions the IPUC deems appropriate. The OER is also prepared to coordinate with IPC and DOE to respond to any subsequent Commission inquiries and adjust the proposal as needed. Additionally, the OER will work with IPUC staff to determine reporting procedures necessary to conform to the Commission's final order on this matter.

This proposal is respectfully submitted for your review and I look forward to the opportunity to address any of your concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Kjellander", with a long horizontal flourish extending to the right.

Paul Kjellander
Administrator
Idaho Office of Energy Resources

Energy Efficiency Education Project Proposal

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Overview

Establish an energy efficiency education project for existing public school buildings utilizing energy efficiency programs and curriculum, and providing additional cash incentives for energy efficient school building improvements. This project is restricted to school facilities in Idaho Power's Service territory. Funding for the project will utilize \$500,000 in SO₂ emissions allowances originally identified in the Idaho Public Utilities Commission Order No. 30529.

Objectives:

- Develop curricula focusing on energy efficiency
- Train teachers
- Educate students about energy efficiency
- Capture additional energy savings from schools, beyond what might be captured under the existing incentive structure from Idaho Power

Task 1: Curriculum Development and Delivery

\$250,000

Develop and energy efficiency curriculum and integrate into K-12 classrooms. Many organizations have developed strong energy efficiency curriculums. To facilitate integration into Idaho classes, several steps need to be taken. Specifically:

Evaluate existing curricula for applicability to Idaho. The National Energy Education Development (NEED) Project, for example, has an extensive history in classrooms and well-accepted in schools throughout the United States. The project covers a depth of topics and activities and already provides curriculum and materials that are closely aligned to state standards. NEED also provides each state with a budget for implementing the project statewide. Other examples of existing curricula include those developed by the Alliance to Save Energy, Texas Energy Division-Watt Watchers, California Energy for Keeps, National Energy Foundation, Bonneville Environmental Foundation (for the Solar 4R Schools Program) and/or the U.S. Department of Energy. By pulling from NEED and these other available sources, Idaho can develop a state curriculum that best reflects our energy use and concerns.

Align curriculum to Idaho State Educational Content Standards developed by the Idaho State Department of Education. The State Department of Education will review all existing curricula to ensure it meets Idaho content standards before implementing a program in K-12 schools statewide. During this analysis, the Department will also determine the best grade level or levels in which to implement such a program across the state so it meets the necessary content standards and reaches a wide audience.

Integrate into the classroom. Stand-alone curriculum delivery has been successfully integrated into classrooms at a variety of levels using the train-the-trainer model. The train-the-trainer

model is an efficient use of funding, time and resources. The train-the-trainer models utilize curriculum coordinators to both train and support educators in integrating the coursework into existing classroom activity. Teachers are trained at annual events at the national or statewide level, such as the Idaho Science Teachers Association meeting or Idaho Environmental Educators Association meeting, or at summer teacher camps and year-round weekend sessions. These courses can be designed provided continuing education credits to teachers, thereby providing teachers with an additional incentive to complete the training. This method reach many educators across the state: Using the train-the-trainer model, for example, Project Wet hosts about 20 to 30 workshops a year but ends up reaching about 300 teachers and 24,750 students in a single year. Another example of the effective use of the train-the-trainer mode is with the Idaho National Laboratory's JASON Project. The Idaho National Lab sent 15 teachers from Idaho to a national training, and then those teachers came back to Idaho and trained other teachers across the state. Ultimately, 20,000 students learned the curriculum after these trainings. This model is also currently used in Idaho's Project Wet (sponsored by the Idaho Water Research Resources Institute), Project Wild (sponsored by the Idaho Department of Fish and Game) and Project Learning Tree (sponsored by the American Forest Foundation and Idaho Forest Products Commission).

For this project, energy efficiency curriculum will be developed and two teachers will be selected to incorporate the curriculum in their classroom. These teachers will pilot the curriculum and offer feedback on ways in which the curriculum could be improved to best meet students' needs. Then the teachers will attend a train-the-trainer program using the developed curriculum. Those teachers would then train up to 30 teachers per workshop.

Estimated Costs:

• Curriculum development (includes copyright licensing, teacher review and testing, standards correlation, printing and distribution)	\$ 80,000
• Select two teachers to use curriculum	\$ 10,000
• Train the trainer workshops (includes trainer costs, continuing education credits, substitute teacher pay, location materials, food) 30 workshops over 2 years	\$ 50,000
• Administration .80 FTE \$55,000/annually for two years	<u>\$110,000</u>
Total	\$250,000

Timeline:

Fall 2008:	Identify grade level and develop curriculum
Winter 2008:	Select two teachers to use curriculum in classroom
Spring 2009:	Hold train-the-trainer workshops
Fall 2009-2010:	Training workshops

Task 2: Additional Incentives for Energy Efficiency Projects **\$250,000**
Encourage initiation and completion of energy efficiency projects in school facilities.

Provide additional incentive to existing schools. Existing schools throughout Idaho Power's service territory are struggling with declining budgets and many are looking at every opportunity to reduce expenses. In this project, schools will be able to take advantage of not only the current school incentive program that Idaho Power is now offering for energy efficiency measures, but an additional 10-20% incentive on top of that will be available.

In Idaho Power's service territory there are approximately 62 public school districts with 355 buildings. Many districts spend more money on energy each year than on supplies. Schools can lower energy bills and redirect dollars into facilities, teachers' salaries, computers, textbooks and more, simply by using energy more efficiently.

By offering 10-20% in addition to Idaho Power's current program, the Office of Energy Resources can take advantage of the existing market structure, and incentives and achieve energy efficiency savings greater than those achievable via the utility program alone.

Estimated Costs:

• Marketing	\$ 13,989
• Incentives	\$185,000
• Administration.50 FTE for one year (includes OER staff time for curriculum support phase of project)	<u>\$ 51,011</u>
Total	\$250,000

Timeline:

Fall 2008:	Identify existing Idaho Power school incentive programs Establish incentive criteria for energy efficiency upgrades Develop pre-approval process for schools Develop specific targets for bonus incentive Identify marketing strategy
Winter 2008:	Deploy marketing strategy Quantify and measure impact of energy efficiency measures
Spring 2009:	Make payments to schools
Summer 2009:	Report results