

Evaluation of Illinois Energy Now Lights for Learning® Program

June 2012 through May 2013

Prepared for:
Illinois Department of Commerce and Economic Opportunity

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Executive Summary

This report presents the results of the measurement and verification efforts (M&V) for the Illinois Department of Commerce and Economic Opportunity (DCEO) Lights for Learning® Program implemented in Illinois during electric program year five (EPY5), from June 2012 through May 2013. The Lights for Learning® Program is an educational and fundraising opportunity for Illinois's K-12 schools that promotes the sale of ENERGY STAR qualified compact fluorescent lamps (CFLs) and other energy efficient products. In the fundraising process, students, teachers, and their communities are introduced to CFLs, other lighting applications, and energy concepts generally. The program increases awareness of energy efficient products available to consumers, with students functioning as a source of education for their families and communities.

The Lights for Learning Program® primarily achieves energy savings through the sale of energy efficient products, with a small portion of products being distributed free of charge as a promotional tool. In total, the program sold and distributed 18,233 energy efficient bulbs and products during EPY5. Table ES-1 shows the breakdown of lighting products sold and distributed.

Table ES-1 Breakdown of Measures Sold and Distributed

<i>Program</i>	<i>Total Number of Measures Sold</i>	<i>Total Number of Measures Distributed</i>	<i>Total Measures Sold and Distributed Through Program</i>
Lights for Learning® Program	18,143	90	18,233

The realized gross energy savings and realized gross peak kW savings for the Lights for Learning® Program during EPY5 are summarized in Table ES-2. Annual realized gross energy savings are 724,976 kWh. Realized gross peak kW savings total 49.01 kW.

Table ES-2 Summary of Gross Savings for Lights for Learning® Program

<i>Utility</i>	<i>Total Number of Products Sold</i>	<i>Realized Gross kW</i>	<i>Expected Gross kWh</i>	<i>Realized Gross kWh</i>
Ameren	1,479	4.15	53,548	59,026
ComEd	14,930	41.12	532,398	588,142
Non EEPS	1,734	3.70	55,014	77,808
Total	18,143	49.01	640,960	724,976

The realized net kWh savings and realized net peak kW reductions of the Lights for Learning® Program during EPY5 are summarized in Table ES-3. Annual realized net energy savings are

630,729 kWh. Realized net peak kW savings total 42.64 kW. ADM used the same net to gross ratio¹ as was calculated in EPY4: 87%.

Table ES-3 Summary of Net Savings for Lights for Learning® Program

<i>Utility</i>	<i>Total Number of Products Sold</i>	<i>Realized Net kW Savings</i>	<i>Expected Net kWh</i>	<i>Realized Net kWh</i>
Ameren	1,479	3.62	42,838	51,352
ComEd	14,930	35.77	425,918	511,683
Non EEPS	1,734	3.22	44,012	67,692
Total	18,143	42.64	512,768	630,728

Variances between ex ante and ex post gross savings estimates are attributable to ex ante overestimation of installation rates. Installation rates of energy efficient measures installed were calculated based on information obtained from EPY4 participants² who responded to the telephone survey. Participating respondents were asked about where they had installed the CFLs and LEDs; ADM used that response data, along with information from the Illinois Technical Reference Manual, to estimate hours of use by room type.

In addition to measuring gross and net energy savings, ADM examined the program's operations and delivery as part of a process evaluation. Overall, the Lights for Learning® Program was successful in meeting its goals for EPY5. It reached its targeted participant base and steadily built momentum throughout the program year.

The following presents a selection of key findings from EPY5:

- **Products Sold Declined from Prior Year:** The number of products sold during EPY5 was 8% less than the sales from the prior program year. This slight decline occurred despite the fact that there was no change in the number of schools and other organizations participating in the program. The number of students engaging in fundraising, however, declined by 20% which likely explains the lower level of program activity. Although the decline in the number of products sold was fairly minor, incremental decreases in program activity should be monitored in order to maintain overall program performance over time.
- **Changes in the Types of Organizations Participating in the Fundraiser:** A continued trend in EPY5 has been the diversity in the types of organizations participating in the program. Although schools continue to be the primary participants in the Lights for Learning® Program, there has been a recent influx of park district participants. This influx

¹ ADM was unable to administer a participant survey to EPY5 program participants because contact information was not available.

² ADM was unable to administer a participant survey to EPY5 program participants because contact information was not available.

has created a strain in the budget to the point where demand has exceeded the amount of available funds. In the future, there are plans to implement a waitlist to ensure that the budget is not exceeded. Other types of organizations participating during EPY5 include state and local fairs, park districts, summer camps, zoos, libraries, youth clubs, and home school associations.

- **High Level of Satisfaction:** Fundraiser contacts reported a high level of satisfaction with the Lights for Learning® Program. The energy efficient products were viewed as high quality and competitively priced with similar products available at retailers. Marketing materials were viewed as effective in terms of creating interest and awareness in energy efficiency. Educational materials were also effective in increasing knowledge of the need for energy efficiency and of the positive environmental effects of energy efficiency measures. Fundraiser contacts were generally satisfied with the amount of money raised by the fundraiser. Fundraiser contacts also described the program staff as supportive and communicative. In particular, fundraiser respondents noted that staff was prompt in addressing issues such as broken, backordered, or missing items.

Overall, the Lights for Learning® Program is operating well and there are few problems with program implementation. The following recommendations are offered in the interest of continuing to develop the program's strategic advantages during upcoming program years.

- **Shift Program Focus to Fundraising:** Program staff reported that interest in the program has increased to the point where some interested organizations are waitlisted due to limited program funds. Given this increased interest, program staff should consider shifting the focus of the program towards selling products through the fundraiser and away from more additional educational efforts. The fundraising activity results in the savings that are most directly attributable to the program, and thus is a more cost effective tool. However, staff should continue to consider the positive effects that the educational efforts likely have on participating students' enthusiasm for energy efficiency, which ultimately contributes to equipment sales.
- **Improve Product Purchaser Tracking Data:** Although the Lights for Learning Program has attempted to track participant product purchases and contact information, these efforts have thus far been unsuccessful. At a minimum, the following information should be collected: participant name, telephone number, email address, and the number and type of product purchased. Other supplemental information that would be useful for the purpose of the program evaluation includes: date of product purchase, date of product shipment, name of fundraising organization through which the product was purchased, produce purchase price, and name of the student selling the product. Program staff members are currently exploring the best approach for collecting these data. One favorable option is to enable online ordering of products, which would create a consistent and automated system for collecting contact information. The data would be entered into an online database through the completion of order forms and would be easily accessible for program monitoring and evaluation purposes.

- **Improve Ordering Process:** The current design and organization of the order form often leads to confusion and incorrect ordering of products and quantities. The order form should be simplified so that the individual completing the form can easily differentiate between products and knows exactly what has been ordered by a specific customer. One suggestion is to mark the products similarly, using colors or letters, wherever they appear on the order form and on the product package. This would likely increase the number of accurately completed order forms. Photos of products should also be used instead of line drawings. Many of the products look similar, and a photo would help to differentiate between items. Consistently providing samples of products will also allow potential customers to see what they are purchasing prior to placing an order.
- **Continue to Add New Products on a Regular Basis:** Although adding new products may be challenging due to the limited variety of low-cost efficient products that would appeal to purchasers, program staff should strive to continually consider new additions to program measures. Several EPY4 participants indicated that they have participated in the program during multiple years. Occasionally offering new products may further appeal to previous participants and motivate them to purchase additional products through the program. Adding new measures may also help reduce the likelihood that the products purchased will remain uninstalled. This is because repeat participants may be particularly likely to purchase products in order to support the organization, even when they have no use for the products. An occasionally updated list of products would ensure that repeat participants have a selection of measures to choose from that are not simply duplicates of the items they already own. LED lamps are one option that program staff should continue to monitor. Although current prices for LEDs are too high to generate significant sales, over time these prices should continue to decrease.
- **Consider Changes to Program Strategy to Reflect New Types of Participants:** The Lights for Learning® Program was developed as a fundraiser and educational program that targets students in K-12 schools. However, program staff noted that in the last few years, a more diverse set of organizations have participated in the program. These organizations include park districts, libraries, museums, and scout troops. Despite these changes, much of the program design and strategy reflects its origins as a program developed for K-12 schools. This orientation is reflected in the contests the program uses to engage students, the program name, and the program's website. There may be additional opportunities for program growth should the program change its strategy to more actively target other types of organizations, as there is potentially a diverse array of organizations that would be interested in a fundraiser of this type.

1. Introduction

This report presents the results of the impact and process evaluation of Illinois's Lights for Learning® Program offered by the Illinois Department of Commerce and Economic Opportunity (DCEO). This report presents results for Lights for Learning® Program activity during electric program year five (EPY5), the period from June 2012 to May 2013.

1.1 Description of Program

Lights for Learning® is a unique, youth-oriented program that raises money for K-12 schools through the sale of energy efficient products including ENERGY STAR qualified CFLs, LED strands and nightlights, power strips, and Belkin Conserve Sockets™. The program is designed to provide basic energy and energy efficiency literacy to young people at public and private schools - with eligibility extended to related organizations - while providing the opportunity for these organizations to raise funds and promote energy efficiency in their communities. This goal is achieved by encouraging students and other participants to participate in a fun, ecologically friendly fundraising effort.

Each year, the Lights for Learning® program strives to replace traditional fundraisers with an ecologically friendly fundraising effort, while also providing education about energy efficiency in local communities. Children sell energy efficiency products (rather than traditional school fundraising items such as candy and gift wrap) by utilizing take-home order forms and organized booth sales at school or community events. Products are also sold through permanent sales kiosks.

Participating schools and other organizations receive 50% of the sales from products sold. The program supports free educational assemblies or classroom presentations to demonstrate to students, parents, and the educational community the environmental, economic, and energy efficiency benefits of energy efficiency products and behaviors. Periodic contests encourage students to apply their creativity toward creating videos and posters that promote energy efficiency.

The Lights for Learning® Program is funded by DCEO and is administered by the Midwest Energy Efficiency Alliance (MEEA), with assistance from its implementation partner, Applied Proactive Technologies, Inc. Order fulfillment was provided by Energy Federation, Inc.

A summary of program activities performed during the course of the program year is shown in Table 1-1. During the June 2012 through May 2013 period, 177 organizations participated in the Lights for Learning® Program. Although the majority of the participating organizations were schools, a few other types of organizations such as public libraries and Boy Scouts of America troops also participated. In this period, 297 presentations were given, with attendance totaling 25,594 students and other target audiences.

Table 1-1 Summary of Activities Performed During Program Year

<i>Program Activities</i>	<i>Quantity Performed</i>
Participating schools and organization	177
Student fundraising	1,532
Energy efficiency products sold or distributed	18,233
Fundraisers	158
Presentations	297
Attendance	25,594

Table 1-2 shows a breakdown of all 18,233 products that were sold or distributed during the EPY5 program year.

Table 1-2 Total Number of Products Sold and Distributed By Style

<i>Style</i>	<i>Total Number of Products</i>
14 Watt Spiral CFL Bulb	2,803
19 Watt Spiral CFL Bulb	846
23 Watt Spiral CFL Bulb	1,007
Sample Pack CFL Bulbs (14 Watt, 19Watt, 23 Watt)	2,478
14 Watt R-30 Reflector	660
14 Watt Globe CFL	429
33 Watt 3 – Way	636
Desk Lamp	298
14 Watt A -Lamp (2 Pack)	1,260
5 Watt Mini Candelabra	562
TCP LED Par 20	210
Philips Endura LED A19	152
TCP LED Par 30	147
19 Watt Spiral (3 Pack)	2,472
.25 Watt LED Nightlight	606
.25 Watt LED Nightlight (3 Pack)	1,278
3.4 Watt LED Holiday Lights (Warm White)	537
3.4 Watt LED Holiday Lights (Multicolor)	1,134
Belkin Conserve Socket	480
Power Strip	238
TOTAL	18,233

Overall proceeds from the sale of Compact Fluorescent Lights bulbs, LEDs, LED holiday light strands, and energy efficient products totaled \$34,411 for the EPY5 program year. These proceeds assisted children in raising much needed funds for their classroom or organization while providing a platform to educate others in communities on the values and benefits of energy efficient products. The utility sponsors for the Lights for Learning® Program are displayed in Figure 1-1 below.

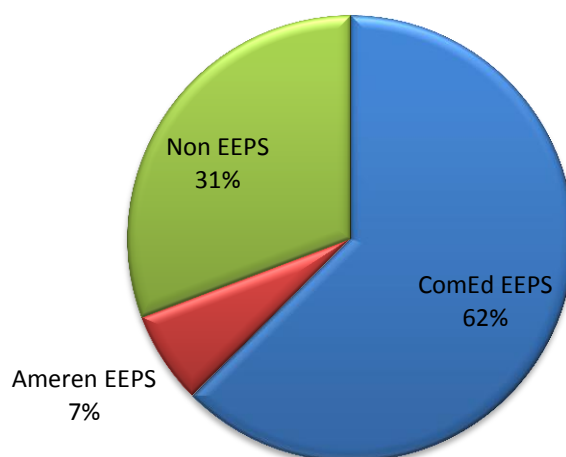


Figure 1-1 Percent of Utility Sponsorship

1.2 Overview of Evaluation Approach

The overall objective for the impact evaluation of the Lights for Learning® Program was to determine the gross and net energy (kWh) savings and peak demand (kW) reductions resulting from the energy efficient products sold and distributed during the program year.

The approach for the impact evaluation was based upon the following features:

- Available documentation (e.g., program reports, savings calculation work papers, etc.) were reviewed, with particular attention given to the calculation procedures and documentation for savings estimates;
- Gross savings were verified via analytical desk review; and
- A participant survey was conducted from a sample of program participants to gather information on their decision making, their likes and dislikes of the program, and other factors which play a role in determining net-to-gross savings ratios for the program.

1.3 Organization of Report

This report on the impact and process evaluation of the Lights for Learning® Program for the period June 2012 through May 2013 is organized as follows:

- Chapter 2 presents and discusses the analytical methods and results of estimating gross savings for measures installed under the program.
- Chapter 3 presents and discusses the analytical methods and results of estimating net savings of the program.

- Chapter 4 presents and discusses the analytical methods and results of the process evaluation of the program.
- Appendix A provides a copy of the interview guide administered to the program fundraiser contacts.
- Appendix B provides a copy of the questionnaire used for the survey of EPY4 participants in the program.
- Appendix C provides the results of the EPY4 survey of program participants.

2. Estimation of Gross Savings

This chapter addresses the estimation of gross kWh savings and peak kW reductions resulting from measures installed in homes of participants that purchased the items under the Lights for Learning® Program during electric program year five (EPY5), the period from June 2012 through May 2013. Section 2.1 describes the methodology used for estimating gross savings. Section 2.2 presents the results from the calculation of savings for products sold and distributed through the program.

2.1 Methodology for Estimating Gross Savings

The M&V approach for the Lights for Learning® Program is aimed at the following:

- Verifying the number of CFLs, LEDs, LED strands and nightlights, conserve sockets, and power strips purchased and distributed as a result of the program;
- Determining the percentage of purchased CFLs and LEDs (bulbs, strands and nightlights) that are actually installed; and
- Estimating the extent to which installed CFLs and LEDs (bulbs, strands and nightlights) are used.

Table 2-1 below summarizes the inputs needed for gross savings calculations and the source of each input.

Table 2-1 Sources for Gross Impact Parameters

<i>Parameter</i>	<i>Source</i>
Quantities & Specifications	Program tracking data
Location of Installation	Telephone follow-up surveys with energy efficient lighting/product purchasers
Hours of Use Per Day	Illinois Statewide TRM
Installation Rate	Telephone follow-up surveys with lighting/product purchasers
Baseline Wattage	Manufacturer's specifications for lumen equivalence by CFL size & configuration

2.1.1 Review of Documentation

DCEO's program implementation contractor, Midwest Energy Efficiency Alliance (MEEA), provided in-depth documentation pertaining to all measures offered through the program. The first step in the evaluation effort was to review this documentation and other relevant program materials.

For each energy efficient measure sold and distributed, the available documentation (e.g., quarterly reports, savings calculation work papers, etc.) was reviewed, with particular attention given to the calculation procedures and documentation for savings estimates.

Each report was reviewed to determine whether the following types of information had been provided:

- Documentation for the measures distributed as samples;
- Documentation for the measures sold; and
- Information about the savings calculation methodology, including (1) what methodology was used, (2) specifications of assumptions and sources for these specifications, and (3) accuracy of calculations.

2.1.2 Analytic Desk Review

ADM evaluation staff reviewed the energy savings algorithms to verify that the assumptions were reasonable and the algorithm was correct for assigning ex ante gross kWh and kW savings per measure. The measure algorithms' components were verified with the savings assumptions provided by the Midwest Energy Efficiency Alliance. The calculations were checked to ensure that the reported results could be replicated. Once the calculation methods were verified, the reasonableness of the calculation was assessed. The assessment of reasonableness of the savings estimates was based on the Illinois Statewide Technical Reference Manual (TRM) methodologies.

2.1.3 Data Collection

Telephone surveying of a select number of participants from the program was originally planned for this evaluation. However, because EPY5 participant contact information was not collected, ADM was unable to administer a participant telephone survey for the EPY5 evaluation. As an alternative, ADM referenced survey results from the EPY4 evaluation.

The telephone survey provided useful information, including:

- The types of measures purchased;
- Rooms in which newly purchased CFL and LED bulbs were installed;
- The extent to which the newly purchased CFL and LED bulbs are used;
- Participants' decision-making considerations for participating in the program;
- Changes in participant behavior after participating in the program; and
- Participant feedback on the program generally.

2.1.4 Procedures for Estimating Savings from Measures Installed through the Lights for Learning® Program

As the implementation contractor did not calculate savings for the Belkin Conserve Socket™ and power strip, ADM did not take these measures into account when calculating annual gross savings.

Gross savings estimates for the Lights for Learning® Program require the following parameters:

- Baseline wattage;
- Installation rate; and
- Hours of use.

These parameters are determined through the telephone survey administered to program participants and the Illinois Technical Reference Manual. As EPY5 participant contact information was not available, ADM was unable to administer a telephone survey with participants from EPY5. As an alternative, ADM used the survey installation rates and hours of use from the Illinois Technical Reference Manual and applied it to the EPY5 evaluation.

The equations used to determine savings for all lighting measures purchased through the program are listed below.

Equation used to calculate gross annual kWh savings: $[(\Delta \text{ watts} \times \# \text{ of Bulbs} \times \text{Installation Rate} \times \text{Number of Hours} \times \text{HVAC Energy Interactive Affect}) / 1000]$.

Equation used to calculate gross annual kW savings: $[\text{kW saved/fixture} (\Delta \text{ Watts}) \times \text{Number of Hours} \times \text{Installation Rate} \times \text{HVAC Energy Interactive Affect}) \times \text{Mean Load Coincidence Factor}]$.

Equation used to calculate lifetime kWh savings: $\text{annual gross kWh savings} \times \text{Years of life of bulb}$

Equation used to calculate lifetime kW savings: $\text{annual gross kW savings} \times \text{Years of life of bulb}$

2.2 Results of Gross Savings Estimation

For the EPY4 evaluation, ADM surveyed 64 respondents via telephone, inquiring as to the type of product purchased and the intended installation timeline and location. From this pool, ADM estimated hours of use, installation rates, and the net-to-gross ratio for the EPY5 Lights for Learning® Program. The results of the EPY4 survey and the Illinois Technical Reference Manual were used to estimate the gross kWh savings for the Lights for Learning® Program during the period June 2012 through May 2013 (EPY5). These savings are summarized in Table 2-2. Overall, the achieved gross savings of 724,976 kWh were equal to 113% of the expected savings.

Table 2-2 Expected and Gross Realized kWh Savings for Lights for Learning® Program

<i>Utility</i>	<i>Expected Gross kWh Savings</i>	<i>Realized Gross kWh Savings</i>
Ameren	53,548	59,026
ComEd	532,398	588,142
Non EEPS	55,014	77,808
Total	640,960	724,976

The realized gross peak kW reductions of the Lights for Learning® Program during the period June 2012 through May 2013 are shown in Table 2-3. The achieved gross peak demand savings for the program are 49.01 kW.

Table 2-3 Expected and Gross Realized Peak kW Savings for Lights for Learning® Program

<i>Utility</i>	<i>Expected Gross kW Savings</i>	<i>Realized Gross kW Savings</i>
Ameren	4.74	4.15
ComEd	46.88	41.12
Non EEPS	4.22	3.70
Total	55.84	49.01

Impact evaluation efforts are detailed in the following subsections.

2.2.1 Database Review

The EPY5 Lights for Learning® Program Year End Report reported that 18,233 energy efficient measures were sold and distributed through the program. ADM first examined program tracking data for systemic entry errors for each channel, i.e., duplicate entries and/or erroneous entries (such as data entered into improper columns). ADM then verified measure sales and distribution by reviewing quarterly reports from MEEA: the two EEPS grants and non-EEPS trust fund grant. These invoices were cross-checked with program tracking data in order to ensure that final claimed sales/distributions and associated savings matched sales data provided by MEEA. Figure 2-1 below presents a summary of measures sold and distributed through the Lights for Learning® Program during EPY5.

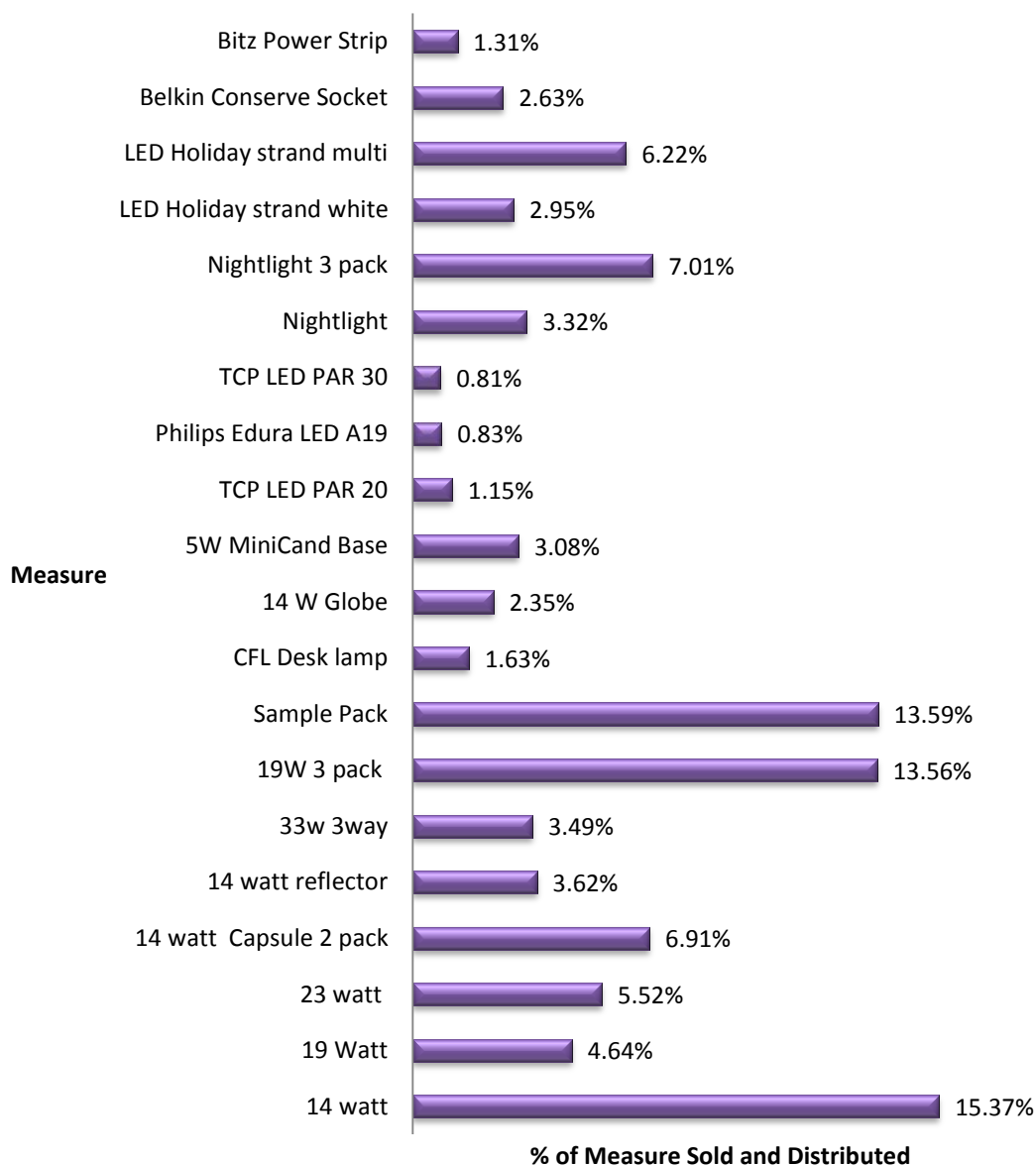


Figure 2-1 Distribution by Measure Type

2.2.2 Gross Annual kWh Savings and Peak kW Reduction Estimates

The program implementation contractor did not calculate savings for the Belkin Conserve SocketTM and power strip. As these measures accounted for a very small amount of overall program activity, and there is relatively high uncertainty associated with savings estimates for these measures, ADM did not calculate annual realized gross savings for these measures.

Gross savings estimates for residential CFL and LED bulbs require the following parameters:

- Baseline wattage;

- Installation rate; and
- Hours of use.

2.2.2.1. Baseline Wattage

Baseline wattage is dependent upon the CFL and LED wattage and configuration, i.e., spiral, flood, globe, or candelabra. ADM researched the SKU numbers of lighting that was sold and distributed in order to find the appropriate baseline for the model. These results are presented in Table 2-4 below.

Table 2-4 Baseline Wattage Table

<i>Bulb Wattage</i>	<i>Type of Bulb</i>	<i>Configuration</i>	<i>Ex Ante Baseline Wattage</i>	<i>Ex Post Baseline Wattage</i>
5	CFL	Candelabra	15	15
14	CFL	Spiral	60	60
14	CFL	Reflector	60	60
14	CFL	Globe	60	60
14	CFL	A-lamp	60	60
14	CFL	Spiral-Desk Lamp	60	60
19	CFL	Spiral	75	75
23	CFL	Spiral	100	100
33	CFL	Spiral	150	150
0.25	LED nightlight	-	3.2	3.2
3.4	LED Holiday Lights (Warm White)	-	89.6	89.6
3.4	LED Holiday Lights (Multicolor)	-	89.6	89.6
9	TCP Par 20 LED	-	40	40
12	Phillips Endura LED	-	60	60
14	TCP Par 30 LED	-	62	62

2.2.2.2. Installation Rate

Installation rate of the purchased CFLs and LEDs is determined by surveying participants who purchased these measures, asking how many bulbs have been installed and how many are intended to be installed in the coming month. As participant contact information was not collected for EPY5, ADM used the results from the EPY4 survey. These values were summed and then divided by total lighting purchased in the respective category. (ADM divided CFLs, LED nightlights, and LED holiday strands into separate categories.) From the 64 surveys completed during the EPY4 evaluation, ADM found an overall installation rate of 79% for CFLs and LED bulbs, 100% for LED holiday strands, and 78% for LED nightlights.

2.2.2.3. Hours of Use

The hours of use stipulated in the Illinois Statewide TRM were used to estimate savings. The annual hours provided in the TRM are as follows:

- 938 for residential and in-unit multi-family installations;

- 5,950 for multi-family common areas installations;
- 1,825 for exterior installations; and
- 1,000 if area of installation is unknown.

Using this information, a weighted average hours of use value of 2.56 per day was calculated for CFLs (and LEDs), or 938 hours annually. LED nightlights were assumed to be on 5 hours a day, or 1,825 hours annually. LED Holiday strands were assumed to be on for 16 hours a day for 60 days out of the year, or 1,000 hours annually.

2.2.2.4. Effective Useful Life (EUL)

California DEER 2008 effective useful life (EUL) estimates were referenced to determine EUL for bulbs purchased. Lifetime savings for EPY5 were 8,344,240 kWh.

3. Estimation of Net Savings

This chapter reports the results of estimating the net impacts of the Lights for Learning® Program during the period June 2012 through May 2013, where net savings represents the portion of gross savings achieved by program that can be attributed to the effects of the program.

3.1 Procedures Used To Estimate Net Savings

Net savings may be less than gross savings because of free ridership impacts, which arise to the extent that participants in a program would have adopted energy efficiency measures and achieved the observed energy changes even in the absence of the program. Free-riders for a program are defined as those participants who would have installed the same energy efficiency measures without the program.

The goal of the free ridership analysis is to estimate the impacts of energy efficiency measures attributable to the program that are net of free ridership. That is, because the energy savings realized by free-riders are not induced by the program, these savings should not be included in the estimates of the program's actual impacts. Without adjustment for free ridership, some savings that would have occurred naturally would be attributed to the program. The measurement of the net impact of the program requires estimation of the marginal effect of the program over and above the "naturally occurring" patterns for installation and use of energy efficient equipment.

Evaluation of net savings from the Lights for Learning® Program requires identifying free ridership through participant surveying. ADM applies a methodology that separates free ridership into three component parts. The three factors are:

- Plans and intentions of participant to install a measure even without support from the program;
- Influence that the program had on the participants decision to purchase and install a measure; and
- A participant's previous experience with similar energy efficient measures.

3.1.1 Plans and Intentions of Participant to Install Measures without Program

Participants are asked about their prior plans to purchase any of the energy efficient products, and whether they had planned on purchasing fewer of the energy efficient products than they purchased through the program. Two binary variables are constructed to account for participants' plans and intentions to install the energy efficient products. One, based on a more restrictive set of criteria indicates a higher likelihood of free ridership, and a second, based on less restrictive criteria indicates a relatively lower likelihood of free ridership.

The first, more restrictive criteria indicating participant plans and intentions to purchase the energy efficient products are as follows:

- If the respondent answered “yes” to the following two questions: “Did you have plans to purchase the energy efficient products prior to purchasing them through the Lights for Learning® Program?” and “Would you have gone ahead with this planned purchase even if you had not participated in the Lights for Learning® Program?”
- If the respondent answers “definitely would have purchased” to the following question: “If the energy efficient products had not been offered through the Lights for Learning® Program, how likely is it that you would have purchased them anyway?”
- If the respondent answers “no, did not purchase more products” to the question “Did you purchase more of the energy efficient products because they were sold through the Lights for Learning® Program than you otherwise would have?”

The second, less restrictive criteria accounting for participants’ plans and intentions are as follows:

- If the respondent answers “yes” to the following two questions: “Did you have plans to purchase the energy efficient products prior to purchasing them through the Lights for Learning® Program?” and “Would you have gone ahead with this planned purchase even if you had not participated in the Lights for Learning® Program?”
- Either the respondent answers “definitely would have purchased” or “probably would have purchased” to the following question: “If the energy efficient products had not been offered through the Lights for Learning® Program, how likely is it that you would have purchased them anyway?”
- If the respondent answers “no, did not purchase more products” to the question “Did you purchase more of the energy efficient products because they were sold through the Lights for Learning® Program than you otherwise would have?”

3.1.2 Influence That Program Had On Participant Decision to Purchase and Install Measure

The second factor involves determining if experience with the program and the importance of supporting schools or students selling the product through the program influenced participants’ decision to purchase the energy efficient products.

The criterion indicating program influence that may signify a lower level of free ridership is as follows:

- If the respondent answers “very important” to the following question: “How important was supporting schools of supporting the student selling the products to your decision to purchase the energy efficient products?”

3.1.3 Participant's Previous Experience with Similar Energy Efficient Measures

The third factor requires determining if a participant in the program indicated that he or she had previous experience with similar energy efficiency products. A participant indicating that he or she had purchased and installed a similar measure is considered to have a higher likelihood of free ridership.

The criteria indicating that previous experience may signify a higher likelihood of free ridership are as follows:

- If the respondent answers “yes” to the following question: “Had you purchased similar energy efficient products in the last three years?”
- If the respondent answers “yes” to the following question: “Have you previously used energy efficient products similar to the ones you purchased through the Lights for Learning® Program?”

The three sets of rules just described were used to construct four different indicator variables that address free ridership behavior. For each participant, a free ridership value was assigned based on the combination of variables. With the four indicator variables, there were 11 applicable combinations for assigning free ridership scores for each respondent, depending on the combination of answers to the questions creating the indicator variables. Table 3-1 shows these values.

Table 3-1 Free Ridership Scores for Combinations of Indicator Variable Responses

<i>Indicator Variables</i>				<i>Free Ridership Score</i>
<i>Had Plans and Intentions to Install Measure without the program? (Definition 1)</i>	<i>Had Plans and Intentions to Install Measure without the program? (Definition 2)</i>	<i>Program had influence on Decision to Install Measure?</i>	<i>Had Previous Experience with Measure?</i>	
Y	N/A	Y	Y	100%
Y	N/A	N	N	100%
Y	N/A	N	Y	100%
Y	N/A	Y	N	67%
N	Y	N	Y	67%
N	N	N	Y	33%
N	Y	N	N	33%
N	Y	Y	N	0%
N	N	N	N	0%
N	N	Y	N	0%
N	N	Y	Y	0%

3.2 Results of Net Savings Estimation

The procedures described in the preceding section were used to estimate free ridership rates and net-to-gross ratios (NTGR) for the Lights for Learning® Program for electric program year five.

3.2.1 Realized Net kWh Savings

The data used to assign free ridership scores were taken from the EPY4 evaluation³ which surveyed 64 participants who purchased lighting measures through the program during the period June 2011 through May 2012.

Free ridership rates were estimated for the CFL portion and the LED portion of the program as one. No NTGR was calculated for the conserve socket and power strip due to gross savings not being calculated.

Table 3-2 shows the percentage of survey respondents who relayed the following: That they had plans and intentions to install the measures without any program incentive (under two alternative definitions as described in the preceding section), that the program influenced their decision to install the measure, and that they previously installed a similar energy efficiency measure without an energy efficiency program incentive during the last three years.

Table 3-2 Percentages of Indicator Variable Values

	<i>Had Plans and Intentions to Install Measure without the program (Definition 1)</i>	<i>Had Plans and Intentions to Install Measure without the program (Definition 2)</i>	<i>Program had influence on Decision to Install Measure</i>	<i>Had Previous Experience with Measure</i>
<i>Yes</i>	86%	84%	23%	27%
<i>No</i>	14%	16%	77%	73%

The realized energy savings of the Lights for Learning® Program during the period June 2012 through May 2013 are summarized in Table 3-3. During this period, realized net energy savings totaled 630,729 kWh. The net to gross ratio was 87%.⁴

Table 3-3 Summary of Net kWh Savings

<i>Utility</i>	<i>Expected Net kWh Savings</i>	<i>Realized Net kWh Savings</i>
Ameren	42,838	51,352
ComEd	425,918	511,683
Non EEPs	44,012	67,692
Total	512,768	630,728

3.2.2 Realized Net Peak kW Savings

The realized net peak kW reductions of the Lights for Learning® Program during the period June 2012 through May 2013 is summarized in Table 3-4. The achieved net peak demand savings are 42.64 kW.

³ EPY5 participant contact information was not collected, so ADM used free ridership scores from the EPY4 evaluation.

⁴ Same NTGR used from the EPY4 evaluation.

Table 3-4 Summary of Net Peak kW Savings

<i>Utility</i>	<i>Expected Net kW Savings</i>	<i>Realized Net kW Savings</i>
Ameren	3.79	3.62
ComEd	37.50	35.77
Non EEPS	3.38	3.22
Total	44.67	42.64

4. Process Evaluation

This chapter presents the results of the process evaluation for the Lights for Learning® Program. The process evaluation focuses on the effectiveness of program policies and organization, as well as the program delivery framework. The purpose of the process evaluation is to assess the design and recent results of the program in order to determine how effectively it is achieving its intended outcomes. This evaluation is based upon analysis of program structure and interviews of program staff and fundraiser contacts.

The chapter begins with a discussion of the overall progress of the program, followed by an examination of certain issues that are critical to the future success of the program. This chapter also presents strategic planning and process recommendations, and highlights key findings from the interviews of program staff and fundraiser contacts. Conclusions, recommendations, and other findings from the process evaluation may be useful in comparing program years over time, and in conducting planning efforts for future program years.

4.1 Evaluation Objectives

The purpose of the process evaluation is to examine program operations and results throughout the program operating year, and to identify potential program improvements that may prospectively increase program efficiency or effectiveness in terms of levels of participation and program satisfaction. This process evaluation was designed to document the operations and delivery of the Lights for Learning® Program during the period of June 2012 to May 2013 (EPY5).

Key research questions to be addressed by this evaluation of EPY5 activity include:

- Did the Lights for Learning® Program achieve its energy savings goals?
- Was the Lights for Learning® Program delivery effective and successful?
- Did the Lights for Learning® Program promote the benefits of energy efficiency?

During the evaluation, data and information from numerous sources are analyzed to achieve the stated research objectives.

4.2 Summary of Primary Data Collection

- **Program Staff Interviews:** Interviews with program staff provide an understanding of how the program operates, challenges the program has faced, the level of interest in the program, and changes planned for the program.
- **Program Documentation:** Review of program documents including the program website, reporting developed by program staff, and savings calculation spreadsheets provide additional insight into program operations.

- **Fundraiser Contact Interviews:** Interviews with fundraiser contacts at schools and other organizations provide insight into the decision-making processes that occur prior to participation in the Lights for Learning® Program, motivations for participation, and general satisfaction with the program.

4.3 Summary of Conclusions and Recommendations

The interviews that were conducted with Lights for Learning® Program staff and fundraiser contacts suggest that the program has been operating effectively. The following presents a selection of key findings from EPY5:

The following presents a selection of key findings from EPY5:

- **Products Sold Declined from Prior Year:** The number of products sold during EPY5 was 8% less than the sales from the prior program year. This slight decline occurred despite the fact that there was no change in the number of schools and other organizations participating in the program. The number of students engaging in fundraising, however, declined by 20% which likely explains the lower level of program activity. Although the decline in the number of products sold was fairly minor, incremental decreases in program activity should be monitored in order to maintain overall program performance over time.
- **Changes in the Types of Organizations Participating in the Fundraiser:** A continued trend in EPY5 has been the diversity in the types of organizations participating in the program. Although schools continue to be the primary participants in the Lights for Learning® Program, there has been a recent influx of park district participants. This influx has created a strain in the budget to the point where demand has exceeded the amount of available funds. In the future, there are plans to implement a waitlist to ensure that the budget is not exceeded. Other types of organizations participating during EPY5 include state and local fairs, park districts, summer camps, zoos, libraries, youth clubs, and home school associations.
- **High Level of Satisfaction:** Fundraiser contacts reported a high level of satisfaction with the Lights for Learning® Program. The energy efficient products were viewed as high quality and competitively priced with similar products available at retailers. Marketing materials were viewed as effective in terms of creating interest and awareness in energy efficiency. Educational materials were also effective in increasing knowledge of the need for energy efficiency and of the positive environmental effects of energy efficiency measures. Fundraiser contacts were generally satisfied with the amount of money raised by the fundraiser. Fundraiser contacts also described the program staff as supportive and communicative. In particular, fundraiser respondents noted that staff was prompt in addressing issues such as broken, backordered, or missing items.

Overall, the Lights for Learning® Program is operating well and there are few problems with program implementation. The following recommendations are offered in the interest of continuing to develop the program's strategic advantages during upcoming program years.

- **Shift Program Focus to Fundraising:** Program staff reported that interest in the program has increased to the point where some interested organizations are waitlisted due to limited program funds. Given this increased interest, program staff should consider shifting the focus of the program towards selling products through the fundraiser and away from more additional educational efforts. The fundraising activity results in the savings that are most directly attributable to the program, and thus is a more cost effective tool. However, staff should continue to consider the positive effects that the educational efforts likely have on participating students' enthusiasm for energy efficiency, which ultimately contributes to equipment sales.
- **Improve Product Purchaser Tracking Data:** Although the Lights for Learning Program has attempted to track participant product purchases and contact information, these efforts have thus far been unsuccessful. At a minimum, the following information should be collected: participant name, telephone number, email address, and the number and type of product purchased. Other supplemental information that would be useful for the purpose of the program evaluation includes: date of product purchase, date of product shipment, name of fundraising organization through which the product was purchased, produce purchase price, and name of the student selling the product. Program staff members are currently exploring the best approach for collecting these data. One favorable option is to enable online ordering of products, which would create a consistent and automated system for collecting contact information. The data would be entered into an online database through the completion of order forms and would be easily accessible for program monitoring and evaluation purposes.
- **Improve Ordering Process:** The current design and organization of the order form often leads to confusion and incorrect ordering of products and quantities. The order form should be simplified so that the individual completing the form can easily differentiate between products and knows exactly what has been ordered by a specific customer. One suggestion is to mark the products similarly, using colors or letters, wherever they appear on the order form and on the product package. This would likely increase the number of accurately completed order forms. Photos of products should also be used instead of line drawings. Many of the products look similar, and a photo would help to differentiate between items. Consistently providing samples of products will also allow potential customers to see what they are purchasing prior to placing an order.
- **Continue to Add New Products on a Regular Basis:** Although adding new products may be challenging due to the limited variety of low-cost efficient products that would appeal to purchasers, program staff should strive to continually consider new additions to program measures. Several EPY4 participants indicated that they have participated in the program during multiple years. Occasionally offering new products may further appeal to previous participants and motivate them to purchase additional products through the program. Adding new measures may also help reduce the likelihood that the products purchased will remain uninstalled. This is because repeat participants may be particularly likely to purchase products in order to support the organization, even when they have no use for the products. An occasionally updated list of products would ensure that repeat participants have a selection of measures to choose from that are not simply duplicates of the items they already

own. LED lamps are one option that program staff should continue to monitor. Although current prices for LEDs are too high to generate significant sales, over time these prices should continue to decrease.

- **Consider Changes to Program Strategy to Reflect New Types of Participants:** The Lights for Learning® Program was developed as a fundraiser and educational program that targets students in K-12 schools. However, program staff noted that in the last few years, a more diverse set of organizations have participated in the program. These organizations include park districts, libraries, museums, and scout troops. Despite these changes, much of the program design and strategy reflects its origins as a program developed for K-12 schools. This orientation is reflected in the contests the program uses to engage students, the program name, and the program's website. There may be additional opportunities for program growth should the program change its strategy to more actively target other types of organizations, as there is potentially a diverse array of organizations that would be interested in a fundraiser of this type.

4.4 Lights for Learning Program Activities

The 2012-2013 program year marked the ninth operating year of the Lights for Learning® Program. The intent of the program is to produce energy savings through education and increased awareness of energy efficiency among students and their families who attend participating schools or are members of other participating organizations. The Lights for Learning® Program is funded by DCEO and administered by the Midwest Energy Efficiency Alliance (MEEA) with assistance from its implementation partner Applied Proactive Technologies, Inc. Order fulfillment was provided by Energy Federation, Inc.

The educational component of the program targets students on the theory that young people are responsive to the energy conservation message and that they will modify their behavior accordingly. Moreover, it is also assumed that students have an influence on their parents and can encourage energy efficient choices and behaviors in their households. The educational approach is multi-faceted and includes school assemblies and presentations, lesson plans that incorporate energy efficiency, and classroom or take home activities centered on energy efficiency. The program also seeks to strengthen student engagement in energy efficiency through a variety of student contests.

The fundraising component provides an inducement to schools to participate in the program, and helps to fund the program's delivery of the educational activities. It also creates a means for the program to more directly generate energy savings through the distribution of energy efficient technologies. Students sell energy efficient products with the assumption that purchasers will use these technologies in place of less efficient options. The price of the products is bought down with DCEO funds, which allows students to sell them at or below market value and generate a 50% profit for the school.

Various organizations participated during the program year. These organizations included schools (i.e., public and private elementary, middle and high schools), state and local fairs, local

community green-focused events, park districts, summer camps, zoos, libraries, community-based youth clubs, and home school associations.

A summary of the key activities that occurred during the program year are as follows:

- 177 schools and organizations participated in the program;
- 158 fundraisers were held;
- 1,532 students participated in fundraising activities;
- 297 presentations with a total attendance of 25,594; and
- 18,233 products were sold or distributed.

Additional detail on these key program activities is discussed below.

4.4.1 Promotional Activities

A number of workshops and events were held to develop interest in the Lights for Learning® Program. Several of these events were targeted towards educators and school administrators. One of these events was a workshop held in partnership with the National Energy Education Development (NEED) Project and ComEd. This workshop was held on six occasions. Attendees were given the opportunity to view the curriculum, ask questions about the program, and try out the “energy bike,” which demonstrates the power required to produce light through different bulb types.

The program also hosted a number of additional presentations for educators and administrators. Through these presentations, potential participants could become acquainted with the key components of the program, ask questions, review curriculum materials, explore the cost of energy-saving benefits of participating in the fundraiser, and test out the energy bike. Twenty-three of these events were held during the year.

The program participated in thirteen neighborhood events across Illinois. These events allowed for direct interaction with students and their parents. Such communication is intended to provide energy efficiency education and to drive interest in the fundraiser. Each contact received pertinent program information and specifics, contact information, CFL disposal information, answers to frequently asked questions, and practical energy saving tips.

To facilitate participation in the fundraiser, the program maintains a toll-free direct number. The number gives participants, educators, parents, and coordinators the ability to have direct, immediate contact with a Lights for Learning® representative. The toll-free number is included on all program promotional materials.

4.4.2 Contests

The program holds a variety of contests to increase interest in the Lights for Learning® Program and to engage youths in energy efficiency and environmental issues. One of these activities was a ‘Do Your Part’ poster contest that was held in conjunction with the ENERGY STAR® Change a Light Campaign. Students were encouraged to show their creativity and imagination by

illustrating how they were able to do their part to help save the environment. There were more than 200 poster submissions from across the state. The winning submission was used to promote the program's fundraising activities.

A 'What's all the BUZZ about Energy Efficiency' poetry contest was also sponsored by the program in conjunction with the Brookfield's Zoo *Language of Conservation* initiative. This contest encouraged students to demonstrate an understanding of energy efficiency through poetry. Over 400 environmentally-themed poems were submitted by students.

For a third contest, students were challenged to 'Show Us How You Shine Like an Energy Star' by showcasing their talents to create a sixty-second video demonstrating methods to save energy. The videos were uploaded to YouTube where Lights for Learning® and MEEA representatives had an opportunity to vote on their favorite.

4.4.3 Educational Presentations and Assemblies

The Lights for Learning® Program hosts educational presentations on energy conservation for participating schools. These presentations are tailored to the number of students involved, their age, grade level, and the amount of time allotted. Educational presenters provide hands-on materials and information regarding energy efficiency, energy conservation, and the features and benefits of implementing energy preservation measures. Presenters also review practical, money-saving home energy tips, discuss the national ENERGY STAR® campaign, and educate students about how to interpret an energy guide.

Educational presenters use various methods including lecturing (with the use of visual aids), demonstrations (e.g., energy bike and light meter), collaborating (i.e., dialogue and Q & A), and role play (i.e., where students have the opportunity to educate). The presentations include an informational PowerPoint slide presentation and about the ENERGY STAR® Program, renewable and alternative energy sources, energy use across the world and environmental concerns. According to program staff, demonstrations that utilize the energy bike have been an invaluable tool. Such demonstrations allow students to gain first-hand experience in observing the amount of energy needed to power a light bulb as they create pedal power and see the difference between generating light for an incandescent bulb and a CFL.

4.4.4 Energy Efficient Products Sold or Distributed

The numbers of products sold or distributed through the program during EPY5 are shown in Table 4-1.

Table 4-1 Products Sold or Distributed Through Lights for Learning Program

<i>Style</i>	<i>Number Sold</i>	<i>Number Distributed</i>	<i>Total Sold and Distributed</i>	<i>Percent of Products Sold and Distributed</i>
14 Watt Spiral	2,803	-	2,803	15%
Sample Pack (14W, 19W, 23W)	2,463	15	2,478	13.5%
23 Watt Spiral	1,007	-	1,007	6%
19 Watt Spiral	846	-	846	5%
LED Nightlight	602	4	606	3%
14 Watt Capsule 2 Pack	1,242	18	1,260	7%
LED Holiday Light Strand	1,126	8	1,134	6%
Multi				
14 Watt R-30 Reflector	657	3	660	4%
19 Watt 3 Pack	2,466	6	2,472	13.5%
CFL Desk Lamp	298	-	298	2%
LED Nightlight 3 Pack	1,278	-	1,278	7%
LED Holiday Light Strand				
White	535	2	537	3%
33 Watt 3 - Way	634	2	636	3%
TCP LED Par 20	203	7	210	1%
5 Watt Mini Candelabra	559	3	562	3%
Philips Endura LED A 19	146	6	152	1%
Belkin Conserve Socket	475	5	480	3%
14 Watt Globe	427	2	429	2%
TCP LED Par 30	142	5	147	1%
BITS Smart Power Strip	234	4	238	1%
Total	18,143	90	18,233	100%

The number of products sold and distributed through the program during the program year declined by 8% from the sales for the prior year despite the fact that there was no change in the number of participating organizations. The number of students engaged in fundraising declined by 20% and likely explains the lower level of program activity.

4.5 Fundraiser Contact Outcomes

Nineteen in-depth telephone interviews were conducted with fundraiser contacts involved in the Lights for Learning® Program. Respondents typically were science teachers at elementary and junior high/middle schools. Often, these individuals served as sponsors for the school's science or environmental club.

Fundraiser contacts were asked questions about:

- Their participation in the program;
- The educational and promotional materials they received;
- The process of ordering, delivering, and selling the energy efficient products;
- Their relationship with the Lights for Learning® Program staff;
- Their perception of the impact of the program outside of the classroom; and
- Their overall satisfaction with the program and suggested areas of improvement.

4.5.1 Program Participation

The number of years that respondents reported having participated in the program ranged from one year to seven years. The majority of participants had been involved in the Lights for Learning® Program for approximately three years.

Respondents were asked about which aspects of the Lights for Learning® Program were most important to them. For some, the fundraising aspect was most important, but for others, the educational opportunity and the chance to impact energy use were most important. The combination of being able to raise money by doing something that is both educational and that has an impact on energy use was compelling to these respondents.

I teach environmental science so I wanted to be sure that it kind of met with that priority, as well as the fact that we get 50% of the profit which we then donate to Save the Rainforest.

We needed money for our science budget. But it was like killing two birds with one stone. It was positive for everyone involved – people were going to reduce their energy costs, we were going to put less carbon dioxide emissions in the earth. It was a win-win for everybody.

The most important was to raise money. Once we found how it related to our club's objective on how to find ways to help the environment and educate ourselves about ecology and things like that, which was another motivating factor.

Fundraiser contacts were asked to identify the primary decision-maker in the decision of whether or not to participate in Lights for Learning® Program fundraising activities. Generally, the respondent alone made the decision to adopt the fundraiser. Occasionally others were involved, including other teachers and/or students, or supervisors. Often the Lights for Learning® Program replaced other fundraising activities. Teachers wanted to do something different – something that tied in better with their conservation efforts and that did not involve selling candy, magazines, or other goods unrelated to environmental consciousness.

Several years ago I started an ecology club at my school for 4th and 5th grade students. I was always on the hunt for activities and programs to get them involved with to further our efforts ecology related things. Three or four years ago I got an email from a teacher from another district who was also a parent from my classroom, and she knew of the program. In the email she said, hey you might want to check this out for your ecology club to get the kids involved in. We were looking for something that was different, and the fact that it had an ecology-related theme was a big bonus for us, because then we could turn it into an educational opportunity for the kids also.

We were doing an energy unit in my classroom and we were working toward raising money to go toward Washington, D.C. and the program fit exactly.

I was a sole sponsor of the program and then the principal was obviously consulted and asked about it at the time was well. There was no competition. It fit with what we were doing in the environment club.

I originally made the decision. I had gone to a conference several years ago on energy conservation and how to implement some of the ideas into the everyday classroom. The fundraiser kind of tied to that and was a great idea. I brought it back to my school and team, and that's when we first started using the program.

Respondents were asked what their primary goals were for participating in the Lights for Learning® Program. The goals paralleled the motivating factors for deciding to use the Lights for Learning® Program as a fundraiser: raise money, conserve energy, and educate students and others about energy conservation. In general, all of the goals were met, some completely and others partially.

Majorly it was education for the students and the parents in terms of energy saving. Also knowing that there was an opportunity for them to help the school, and specifically all the money that came from it went to our environment club, so it was a support in that sense. I think it's setting up good practices, and we did actually one year get a hold of the curriculum, it was also part of the education school-wide so that was offered to the teachers to share with their students so that you kind of expand the body of knowledge.

Goals were to show the kids that they can make an impact on the world by not only using light bulbs that are more energy efficient, but also seeing a need for something and being able to do something about it.

Our goal was we wanted to educate every kid on our team as to alternative energy sources. We figure they are going to be the generation that will continue to push the need for various energy sources that are renewable. Renewable versus non-renewable, that's a part of our curriculum. After that, it was to raise a little bit of money to give our kids the opportunity to go on a field trip to Chicago.

4.5.2 Educational and Promotional Materials

Respondents were asked about the education materials received through the Lights for Learning® Program for in-class curriculum purposes. In general, teachers received and used the educational materials that were provided. The materials were grade appropriate for middle school and were generally well-received by students.

[The materials were] pretty well received. It wasn't anything difficult. I use materials that are conducive to [students] and we distributed some materials to other teachers as well. It's positive in general.

The students really enjoy the activities. When I had gone to the original conference I had received kits that taught about wind energy and came with blades and little motors just so they could see how it works and how wind can produce power. We had little solar cars that had plates that went on top of the cars to show how stored power could basically motorize the car, make it go, a little model kit. The kids really enjoy that, anything with hands-on activities that you can use.

I use a lot of those materials for our Energy Club which is an after-school program, and I get good feedback from the kids.

The respondents were also asked about their satisfaction with the fundraising promotional materials provided by the Lights for Learning Program. They were generally pleased and satisfied with the marketing activities and promotional materials that they received, and posters and the assembly presentation (especially the energy bicycle) had the most impact.

I guess the fair itself would be, that presentation aspect of it, the energy cycle, the actual products being present, being demonstrated, being talked about and the educational aspect being shared.

The assembly was excellent. It was well presented, kept the children's interest and delivered a high quality message.

The posters were probably the best things because teachers saw them on the wall.

Overall, most of the teachers believed that the promotional materials were effective, although there were a few suggestions for improvement of these materials. Various individuals expressed that the order form should be improved, with one respondent explaining that order forms should identify products in such a way that they are easily identified and matched with what appears on the order form. According to this respondent, improving the order form would ease the distribution of the products once the shipment is received at the school. Other respondents stated that the order form could be improved in several other ways:

The order forms are just line drawings, and maybe they could be photos.

The forms that the kids take home... They're a little busy.

The form needs to be tweaked so it's easier for people to understand as they're filling it out.

Overall, fundraiser contacts stated that the major need was to excite the students who are going to sell and market the products.

I think the marketing is good for teachers and organizations. Maybe get it more to the kids to get them pumped up to do it.

The presentation is good, it's hard sometimes to get those kids, maybe a little more excitement in the presentation itself just because it's a lot of data, and in 5th grade they don't really give a crap about data. They want to be excited about stuff.

4.5.3 Energy Efficient Product Ordering, Delivery and Sales

Fundraiser contacts were asked about the receipt of the energy efficient fundraiser products. Respondents reported that the products were almost always shipped in a timely manner and in the correct quantities. There were occasions where the number of items sent was not the quantity that was ordered, an incorrect or changed item was sent, an item was on backorder and could not be sent, or something was broken during shipment. However, these problems were always quickly corrected.

There were some that were backordered, but those were taken care of within a week.

If there were products out of stock, they were sent to me within the next week. I kind of remember that happened one time, but it was a very short out of stock turnaround. At one point in time there was maybe a 13-watt that was offered and it was out of stock and so they got two in place of the one. Something was changed that way but it was very advantageous to the customer, and they were very pleased.

I always had them shipped to the school, and they were delivered in a timely manner.

If something was broken, they were good about taking them back and sending new ones. I think I only had one mistake in all the years I did it.

One respondent stated that a simpler, online ordering form might be helpful in eliminating errors:

It would be nice if there would be some kind of online order form, maybe an Excel spreadsheet that I could enter it all in, instead of typing it all in. [...] that would make that process a little easier.

Fundraiser contacts were also asked about the mediums through which the energy efficient products were sold. Door-to-door selling was discouraged except in situations where the student already knew the neighbor. Students were encouraged to sell within the school, to family and friends, and even to ask their parents to take sales materials to work. Several organizations also set up displays at public events.

It is sold within the school. Students take it home, and their parents take it to their businesses. I don't encourage any students to sell door-to-door, but they can go to people's homes that they know on their block. They talk to family members, neighbors, and friends.

That depends on the students. We gave these students an order form and basically told them, you have three weeks, go sell as many as you can. Some students sold just to their family, some sold to neighbors, some to just the teachers in the school. We've discouraged door-to-door just because of safety concerns. But if there was a close neighbor, somebody they know, a couple kids had their friends' parents buy some.

We don't encourage children to go door-to-door because it's not safe these days. We ask that they have their parents perhaps take the flyers to work or show them to their relatives, grandparents, and so forth.

We have the Lights for Learning [Program staff] come in and do the presentation and the kids do the fundraiser. They bring it to their aunts, uncles, classmates, teachers, and then I give them a 2-3 week window.

Fundraiser contacts were also asked about their perceptions of product prices and whether the range of products offered was able to meet customer needs. Product prices were uniformly perceived as fair and competitive with the prices that one would pay at retailers such as Menard's or Home Depot. Respondents stated that as there was sufficient variety in terms of product types and sizes, customer needs were generally met.

Prices were competitive and a lot of people were buying Christmas lights because they were cheaper than from the stores. A big item was the Christmas lights, and the nightlight seemed to be good for Christmas presents.

For the most part, I did not hear any arguments about prices at all. I know that a handful of the items were like, wow I can't find these anywhere else. I know a couple of the big things were the power plugs that if you shut off one thing –like the TV- it shuts off everything that's plugged in there. Stuff like that people really liked, and didn't care about what price they were paying. They knew that they were getting good quality that's good for the environment and also helping out their school. I don't think price was an issue. They covered everything from flood lights to miniature light bulbs.

Although the program does offer a variety of products, several participants expressed interest in newer products. Specifically, one respondent noted that there appears to be some level of demand for the ability to dim CFLs and for a CFL bulb that would look acceptable in a chandelier.

[It would be great] if they could have new products every once in a while.

There have been questions about dimmer lights, which haven't been very reliable, the ability to dim the CFLs. I've heard that is becoming better. It's a possibility that those would come back on the order form. And then CFL lights that would go in a chandelier, but I don't know that there's anything available yet in lighting that would be a CFL that could go into a chandelier and look correct. Those were two things that were asked about.

Fundraiser contacts were asked about their level of satisfaction with the amount of money they raised from selling energy efficient products. In general, respondents report that they were satisfied with the amount of money raised.

We were happy. The price of the light bulbs, you are going to get that price or more if you go to any of the big box stores. You figure they are getting a good deal by the price of the light bulb and we get at least 40% of the sales. We are always very pleased. We raised what we thought we would raise.

One participant noted that the amount of money raised through the fundraiser was not as important as the educational value that the program brought:

I don't know that we raised a ton of money. For us that was not the main motivation for the fundraiser. It was more of an education program for us.

Where expectations were not met, this was typically because of uneven participation from the students or lack of parental participation in the fundraiser. Two respondents explained:

We were a little disappointed with the participation. But I don't know if the parents were just to the point where they were tired of fundraising. And you always have a couple of those kids who don't do any of the fundraising anyway.

Every year has been different in the amount of money that was raised. I think it depends on how much the parents are able to do the fundraising part of it. Because it seems that if they have workplaces where people are very interested, they sell a lot.

Fundraiser contacts stated that lower than expected sales were possibly a result of the students not having an adequate level of fundraising and sales skills:

I think most of the issues were personality issues of our students and their lack of sales technique, I guess. I don't know if there might be materials that would provide more, but they were given selling tips and ways to market each product to whoever they were trying to sell to, so I don't know if adding some things to that venue would have helped us or not.

One thing that may have been helpful for the students selling the product would be a little more guidance on how to go about doing a fundraiser, which that may have been my fault for not giving the kids more information about that. In the presentation, there's a lot of great education about energy saving and the purpose of the CFL light bulbs, but there was not any guidance about carrying out the fundraiser.

Funds raised by the Lights for Learning® Program were typically used to offset the cost of a science or environmental field trip. At the very least, the funds reduced what each student and their parents had to pay. In some instances, funds were used to buy equipment for the science department or other materials used by the science or environmental/ecology clubs. Occasionally funds were used to support an ecological cause, such as preservation of a Latin American rain forest.

Mostly if our kids can't afford the fees, the funds were used for field trips. Typically the money is used for bussing, because we lease our busses now. Their trip can be paid for if they want to.

[We] just [purchased] supplies that we need for the science program.

4.5.4 Relationship with Program Staff

Fundraiser contacts stated that their interactions with program staff were positive. Staff members were described as extremely knowledgeable and prepared.

[Staff member] was fantastic with the students when he was out. He was on time. He brought materials that he needed. I didn't have to supply cords or anything; he was very well organized and prepared.

[They were] very knowledgeable. They knew what they were doing.

Staff members were also described as responsive and accommodating. Fundraising contacts explained that program staff was always available as needed, from the start of the fundraising activity until it was completed.

They keep me informed all year long. Like I said, when it's time for us to start, she knows when I do it, and those forms are just there, I never have to ask for them.

When I had questions I called and got immediate responses. Emails were responded to within an hour. It was excellent service.

They were very accommodating. They worked around my schedule; they worked around the students' schedules to schedule our informational meeting. Everything was very simple to use.

4.5.5 Impact of Program on Organization and Community

Fundraiser contacts were asked about the capability of the Lights for Learning® Program to provide education about the energy, economic, and environmental benefits of energy efficient products. Respondents agreed that the participating students were most impacted by the program.

For the students involved, [the program was] very effective, being here and hands-on, they got to try to power the different bulbs with the bicycle and really understand how much energy it takes at a level they can wrap their brain around rather than thinking abstractly of kilowatt hours, etc.

The environment club obviously got the most out of it, which is probably a group of 30 on a regular basis.

In terms of the most extensive education, it would be the students who were here attending the fair and being part of that energy cycle.

Commentary from fundraiser contacts suggests that the energy efficiency message was widely disseminated to entire schools, far beyond clubs and classrooms that actually engaged in the fundraising.

I think the initial impact of the presentation itself was something that was key to expanding people's education about the products and money saved and environmental effects of using.

The assembly was presented to the entire building [of students and teachers].

They came out and did a presentation for our students, which was very effective. We made the entire faculty aware to give them a heads up that students may try to sell to them, but also to try to reach some of those teachers who would not be impacted by our club. We did make the entire faculty aware through an email blast.

When asked whether the program was able to increase participant awareness of energy conservation, fundraiser contacts viewed the Lights for Learning Program as quite effective in increasing awareness of the benefits of energy efficient products among those who participated in the program.

I would hope that if they have that stuff in front of them that is energy efficient, if they purchase it and are using it, they're saving energy. I'd have to say yes, it's effective.

I would say very effective. When they sell, they give a pamphlet to the people that has energy saving tips and different information about the light bulbs.

The feedback I got from the students was that their parents were more aware of what to do.

Beyond this, however, it is difficult to know what impact the Lights for Learning® Program had on the communities surrounding the schools and other organizations where the program was used as a fundraising and educational activity. Some respondents stated that the fundraiser was too small to have a large impact.

It's hard to answer that because it was such a small sample of students. I think had we done it school wide, it would have had a larger impact and the community would have gotten more information. We only affect a small portion of our population.

I don't really know. I don't think [the impact] was huge, because it was a relatively small program.

I think the people it reached would have been impacted by it; again we're talking maybe 90 kids selling out of a city with tens of thousands of people. I think the people it reached, it would have an impact, and they would continue to buy energy efficient bulbs.

However, two respondents explained that the community was impacted by the Lights for Learning® Program:

Some companies came and actually bought lights for their whole company. For instance, a hair dresser actually changed all the bulbs in her shop to the energy efficient lights. It did have an impact on some businesses.

The community [was impacted] because of the kids going out.

4.5.6 Program Satisfaction and Areas of Improvement

Most impressions of the Lights for Learning® Program were quite positive and favorable. Fundraiser contacts noted that the program was worthwhile as a fundraising activity and as an educational activity. The only consistent issues were occasional shipping problems such as bulbs broken during shipment or incorrect order fulfillment. However, these were not major problems because once the broken or missing items were reported, they were replaced promptly.

Teachers praised the variety of products offered, the high quality and competitive pricing of products, the effective organization of the program, and the prompt availability of raised funds. Regarding the last point, funds are readily available because the participating organizations pay a discounted price for the items and retain the proceeds from selling them at market value.

The level of satisfaction for the overall program was high. Teachers were very satisfied, willing to recommend the program to others, and were likely to enroll in the program again in the future. It should be noted that holding the fundraiser through the same school or organization multiple times can present a problem, as it is easy for the program to saturate its market with the energy efficient products offered. This further supports the need for a flow of new products to maintain sales at a high level and reduce the likelihood of redundant product purchases.

Fundraiser contacts also suggested other areas of improvement for the program. Two respondents stated that the presentation materials had not changed from year to year, and that the

presentation materials should be updated as new technology develops. Specific commentary reflecting this idea included:

Maybe update the presentation a little bit. As new technology, I would like to see what companies in the US are working on [in terms of] alternative energy sources or renewable energy sources and talk about that. Students could see the companies in the US that are leaders in this industry.

The only thing I might suggest is that the presentation seems to be the same year after year. Each year I would think new technologies are coming out and maybe just incorporate some new material into the presentation.

Respondents also requested samples of energy efficient products, explaining that this would enable customers to see what they are actually purchasing. Two fundraiser contacts expressed such sentiments:

It might also be useful to provide samples on a consistent basis, as part of the program, rather than having people request them. It would also be helpful to provide some sales training materials that different age levels could use to present the products to potential customers.

The one year I asked for samples, because I wanted to show the parents what everything looked like. They were very helpful and gave me a box of samples. I have them again for this year. That was one thing that helped, because looking at a black and white picture on an order form versus actually touching it, seeing the quality of the Christmas lights or whatever it is, that helps.

4.6 Program Operations Perspective

This section summarizes the core findings of interviews that were conducted with program staff of the Midwest Energy Efficiency Alliance (MEEA), DCEO's implementation partner.

In order to gather information regarding the operational efficiency and program delivery process for the Lights for Learning® Program, telephone interviews were conducted with key members of MEEA. These interviews were focused on overall process effectiveness and identifying potential improvements for future program activities. MEEA interview participants included the program associates and the program manager.

Respondents shared their perspectives on how the program has taken shape since inception and on the performance of the program during EPY5. Interview questions were related to program activity, changes, and challenges.

Key program features and trends addressed by respondents include:

- **Decrease in Program Activity:** EPY5 saw a decline in fundraiser activity as compared to EPY4. During EPY5, the number of students participating in fundraisers declined by 20% and the number of fundraisers fell by 14%. To address the decline in the number of students participating in fundraising activity, MEEA is trying to increase the engagement of older students and to focus more on the fundraising aspect of the program.

One of the strategies MEEA will employ to increase participation by older students is to offer new fundraising prizes that are more appealing to these students. Program staff indicated that the current incentive, a backpack and stuffed animal, was not as appealing to older students. Program staff decided to offer a backpack, a reusable water bottle, an LED bike light, and a \$10 Barnes and Noble gift cards. Another strategy that MEEA will use to engage older students is improvement of the educational materials for middle and high school-aged students. The intent of this effort is to increase older students' fundraising activity by increasing their understanding of and engagement in energy efficiency. In the past, the programs' educational efforts with students primarily focused on the in-class curriculum component, which is targeted towards younger students. MEEA is currently focusing more on the take-home activities that are more targeted to older students. The objective is to enhance these take-home educational activities by making them more engaging and challenging.

MEEA also plans to focus more of its efforts on the fundraising component of the program as opposed to the presentation component. Schools and other participating organizations have a greater need for the funds raised through the program because they are receiving fewer outside donations and face other funding constraints.

- **Increasing Diversity of Participating Organizations:** Program activity in the Lights for Learning® Program has largely been driven by repeat participation, and EPY5 was no exception. Approximately 72% of the participating organizations during EPY5 had previously participated during EPY4. However, in recent program years, there has been an increase in the diversity of the types of organizations interested in the program, and this trend continued in EPY5. In fact, the organization that raised the most funds was a Boy Scout troop.

The increased interest in the program has created new challenges. In particular, the number of park districts participating in the program has increased to the point that demand for the program has outstripped the available budget funds. As a result, staff will implement a waitlist to ensure that the program does not exceed its budget.

- **Changes Made to Products Sold through Fundraisers:** During EPY5, the program discontinued some products sold through the program and offered new ones. The halogens that were introduced during EPY4 were not offered during EPY5. Kilowatt meters, which are used to measure the power consumption of plug-in devices, were removed because of the difficulty in claiming energy savings for these devices.

The program expanded its offerings of LED lighting products during EPY5. Three LED luminaires were added for the first time during EPY5 and program staff is interested in expanding the LED options available through the program in the future. However, this will require the cost of the LED lights to decrease in relation to the achievable savings. Consequently, the program has focused on offering lower cost, niche LED products, and CFLs for broader lighting applications. The CFLs generate more cost-effective savings than LEDs.

The evaluation of EPY4 recommended that the program reintroduce multicolored nightlights, as these were a favorite among customers. Three packs of multi-colored nightlights were offered during PY5. However, due to program cost and problems with backordering, the fundraiser will only be offering yellow nightlights in PY6.

For EPY6, MEEA has switched to offering four-packs of CFLs instead of the three-packs that were offered in the current and previous years.

- **Good Communication and Strengthened Relationships with Program Partners:** MEEA maintains positive relationships with its program partners APT and DCEO. Given that APT is not based in Illinois, communication is maintained through monthly calls between the two organizations rather than through in-person meetings. Program staff reported that during EPY5, communication with APT increased and the relationship between the two organizations has strengthened. The strengthening of this relationship was prompted by the more active role that MEEA has played in day-to-day program operations than was the case in previous program years.

MEEA has regular telephone communication with the DCEO and reports that communication with DCEO is effective and that the relationship is strong.

- **Marketing and Promotion through Various Means:** The Lights for Learning Program is promoted through various means. Although there were no significant changes in the content of marketing materials, these items are updated every program year to stay relevant. In addition to promotional fliers, MEEA relies on APT for the majority of in-person outreach. The MEEA and APT participate and exhibit at existing events, at which they promote the Lights for Learning Program. MEEA also promotes the program by disseminating information and updates to their network of partners and past participants.

A new L4L website was re-launched in spring of EPY5. The new website is more interactive and provides more timely updates. The updates include information regarding who is participating in the program, blogs, stories, and case studies. The website is updated and refreshed on a regular basis.

- **Enhanced Educational Materials:** Recently, the program redesigned the PowerPoint slides used in educational presentations. The redesign streamlined the information presented on each slide to improve the target audiences' experience during the presentations. Additional changes were made to the aesthetics and style of the materials to appeal to the technological savvy of youths. Overall, program staff describes the new templates as more modern and streamlined. The intent of these changes is to improve audience attention to and understanding of the material. These changes went into effect during the EPY6 program year.
- **Changes in Internal Reporting:** In EPY5, MEEA implemented new procedures to document and report program savings. The procedural changes were made in order to improve the efficiency of reporting expected savings at the end of the program year. MEEA is currently working on improving its internal savings calculations so that they conform to the methods and procedures outlined in the Illinois Statewide Technical Reference Manual (TRM). Additionally, APT is now creating monthly reports that are far more dynamic in

nature than in previous years. The new reporting contains more detailed information such as breakdowns of the numbers of participating schools, teachers, students, fundraisers and presentations. MEEA finds this reporting to be an enhancement over what was provided during previous program years and would like these reports to continue into future program cycles.

- **Staffing Changes made to Implement MEEA's New Focus on Quality:** MEEA has increased its focus on the quality of the services and programs it offers to enhance the perception of the organization. As a result, MEEA is taking a more hands-on approach in all program activities. MEEA now handles most of the administrative functions as well as oversight of the Lights for Learning® Program. APT now handles most of the day-to-day operations.
- **Continued Challenges in the Collection of Participant Contact Information:** During EPY5, the program attempted collect contact information from product purchasers through the use of a comment card distributed to those who purchased CFL bulbs. However, very few of these cards were returned during the program year. For future program years, MEEA plans to include a separate form with the product ordering forms. This separate form will be used because the program is not allowed to collect contact information without the purchaser's consent. If these forms are submitted, both the student and the customer will be entered into a drawing for an American Express gift card. MEEA is also looking to restructure their program to facilitate online ordering. MEEA anticipates that doing so would enable the efficient collection of more contact information.

5. Conclusions and Recommendations

This chapter summarizes the key conclusions and recommendations for the Lights for Learning® Program.

5.1 Key Conclusions

The following presents a selection of key findings from the most recent program year:

- **Products Sold Declined from Prior Year:** The number of products sold during EPY5 was 8% less than the sales from the prior program year. This slight decline occurred despite the fact that there was no change in the number of schools and other organizations participating in the program. The number of students engaging in fundraising, however, declined by 20% which likely explains the lower level of program activity. Although the decline in the number of products sold was fairly minor, incremental decreases in program activity should be monitored in order to maintain overall program performance over time.
- **Changes in the Types of Organizations Participating in the Fundraiser:** A continued trend in EPY5 has been the diversity in the types of organizations participating in the program. Although schools continue to be the primary participants in the Lights for Learning® Program, there has been a recent influx of park district participants. This influx has created a strain in the budget to the point where demand has exceeded the amount of available funds. In the future, there are plans to implement a waitlist to ensure that the budget is not exceeded. Other types of organizations participating during EPY5 include state and local fairs, park districts, summer camps, zoos, libraries, youth clubs, and home school associations.
- **High Level of Satisfaction:** Fundraiser contacts reported a high level of satisfaction with the Lights for Learning® Program. The energy efficient products were viewed as high quality and competitively priced with similar products available at retailers. Marketing materials were viewed as effective in terms of creating interest and awareness in energy efficiency. Educational materials were also effective in increasing knowledge of the need for energy efficiency and of the positive environmental effects of energy efficiency measures. Fundraiser contacts were generally satisfied with the amount of money raised by the fundraiser. Fundraiser contacts also described the program staff as supportive and communicative. In particular, fundraiser respondents noted that staff was prompt in addressing issues such as broken, backordered, or missing items.

5.2 Recommendations

These recommendations may provide strategic advantage in future program years:

- **Shift Program Focus to Fundraising:** Program staff reported that interest in the program has increased to the point where some interested organizations are waitlisted due to limited program funds. Given this increased interest, program staff should consider shifting the focus

of the program towards selling products through the fundraiser and away from more additional educational efforts. The fundraising activity results in the savings that are most directly attributable to the program, and thus is a more cost effective tool. However, staff should continue to consider the positive effects that the educational efforts likely have on participating students' enthusiasm for energy efficiency, which ultimately contributes to equipment sales.

- **Improve Product Purchaser Tracking Data:** Although the Lights for Learning Program has attempted to track participant product purchases and contact information, these efforts have thus far been unsuccessful. At a minimum, the following information should be collected: participant name, telephone number, email address, and the number and type of product purchased. Other supplemental information that would be useful for the purpose of the program evaluation includes: date of product purchase, date of product shipment, name of fundraising organization through which the product was purchased, produce purchase price, and name of the student selling the product. Program staff members are currently exploring the best approach for collecting these data. One favorable option is to enable online ordering of products, which would create a consistent and automated system for collecting contact information. The data would be entered into an online database through the completion of order forms and would be easily accessible for program monitoring and evaluation purposes.
- **Improve Ordering Process:** The current design and organization of the order form often leads to confusion and incorrect ordering of products and quantities. The order form should be simplified so that the individual completing the form can easily differentiate between products and knows exactly what has been ordered by a specific customer. One suggestion is to mark the products similarly, using colors or letters, wherever they appear on the order form and on the product package. This would likely increase the number of accurately completed order forms. Photos of products should also be used instead of line drawings. Many of the products look similar, and a photo would help to differentiate between items. Consistently providing samples of products will also allow potential customers to see what they are purchasing prior to placing an order.
- **Continue to Add New Products on a Regular Basis:** Although adding new products may be challenging due to the limited variety of low-cost efficient products that would appeal to purchasers, program staff should strive to continually consider new additions to program measures. Several EPY4 participants indicated that they have participated in the program during multiple years. Occasionally offering new products may further appeal to previous participants and motivate them to purchase additional products through the program. Adding new measures may also help reduce the likelihood that the products purchased will remain uninstalled. This is because repeat participants may be particularly likely to purchase products in order to support the organization, even when they have no use for the products. An occasionally updated list of products would ensure that repeat participants have a selection of measures to choose from that are not simply duplicates of the items they already own. LED lamps are one option that program staff should continue to monitor. Although current prices for LEDs are too high to generate significant sales, over time these prices should continue to decrease.

- **Consider Changes to Program Strategy to Reflect New Types of Participants:** The Lights for Learning® Program was developed as a fundraiser and educational program that targets students in K-12 schools. However, program staff noted that in the last few years, a more diverse set of organizations have participated in the program. These organizations include park districts, libraries, museums, and scout troops. Despite these changes, much of the program design and strategy reflects its origins as a program developed for K-12 schools. This orientation is reflected in the contests the program uses to engage students, the program name, and the program's website. There may be additional opportunities for program growth should the program change its strategy to more actively target other types of organizations, as there is potentially a diverse array of organizations that would be interested in a fundraiser of this type.

Appendix A: Participant Contact Interview Guide

1. What is your role at [organization name]?
 - 1A. What are your main responsibilities?
2. Who was involved in the process for selecting the Lights for Learning program as a fundraising activity (e.g., a committee, students or youths, parents, etc.)?
 - 2A. Was the Lights for Learning fundraiser chosen over other fundraiser programs? If so, why?
3. For how many years have you participated in the Lights for Learning program?
4. How was the fundraising conducted? Were the products sold within your organization, door-to-door, or via another approach?
5. What was the most important motivating factor for participating in the Lights for Learning program?
 - 5A. What are some of the other factors that led to this decision?
6. What were [organization name]'s goals for the Lights for Learning program?
 - 6A. Which goals were met and which were not and why?
7. Were you happy with the amount of money that was raised or were you expecting to collect more?
 - 7A. What did you spend the funds on?
8. Looking back at how things went, what are your overall impressions of the Lights for Learning program?
 - 8A. What, if any, problems did your organization experience with the program?
 - 8B. How were they resolved?
9. What areas of the Lights for Learning program need improvement? (e.g., marketing, sales support, education activities, order fulfillment, etc.)
 - 9A. Conversely, which areas is the program very strong in?
10. How would you rate the overall program design (e.g., marketing/promotional materials, on-site presentations, merchandise delivery, etc.)?

- 10A. Would you say the program design is poor, good or excellent?
- 10B. Which areas of the design does the program fall short of being excellent?
- 10C. What improvements would you recommend to the program administrators?
11. How would you rate the overall implementation process (e.g., working with Lights for Learning implementation and field staff from beginning to end)?
- 11A. Would you say the process was easy, difficult or very difficult?
- 11B. Which areas of the implementation process does the program fall short of being easy?
- 11C. What improvements would you recommend to the program administrators?
12. Did you receive all of the materials that you were expecting to support the fundraiser?
- 12A. Would additional materials have been helpful to support the fundraiser? If so, what were they?
13. Was help from program staff available to you throughout the entire process?
- 13A. Could program staff have provided more assistance for any part of the process? If so, what kind of help would you have liked to have seen?
14. What is your overall satisfaction with the Lights for Learning program?
- 14A. Would you say you were very dissatisfied, somewhat dissatisfied, somewhat satisfied, satisfied or very satisfied?
- 14B. If dissatisfied, please explain why and what could have been to make you more satisfied?
- 14C. Would you recommend this fundraiser to other [organization type]s?
- 14D. Why/why not?
- 14E. Would you sign-up to do this fundraiser again?
- 14F. Why/why not?
15. What was the overall perception among purchasers of the energy efficient product prices at the fundraiser?

- 15A. Were the prices of the energy efficient products perceived as being at current market prices?
- 15B. Did the sizes and styles of the energy efficient products meet the needs of all customers?
- 16. Were the energy efficient products shipped in a timely manner?
 - 16A. If not, when did you expect the products to be shipped and when were they shipped?
 - 16B. Did the participants that sold the products receive the correct number of energy efficient products to fulfill their individual sales orders?
- 17. How satisfied are you with the overall ordering and delivery process?
 - 17A. If dissatisfied, please explain why and what could have been done to improve your satisfaction level.
- 18. Did you find the marketing materials effective for encouraging organizations such as yours to participate in the fundraiser?
 - 18A. Could they be improved?
- 19. How effective were the marketing activities and promotional materials for increasing awareness of the benefits of energy efficient products among participants and members of the community?
- 20. Are you satisfied with the amount of marketing activities and promotional materials your organization received for the Lights for Learning fundraiser?
 - 20A. In your opinion, what marketing activity or material was most impactful to the success of the fundraiser?
 - 20B. Which component of the marketing activities and promotional materials had the greatest impact on the success of the fundraiser?
- 21. How has the Lights for Learning fundraiser provided education about the energy, economic, and environmental benefits of energy efficient products?
 - 21A. Who in your organization received this education (e.g., students, scouts, staff, members of the organization)?
 - 21B. Has your organization introduced or reinforced this education? If so, how?
 - 21C. Does your organization now install energy efficient bulbs in its classrooms, offices, etc. as opposed to incandescent light bulbs? Why/why not?

22. Did you receive and use any of the education materials provided by the program?
- 22A. Were these materials appropriate for your participants in the program? If not, why not?
- 22B. If so, how well received were the materials? Were they engaging? Were they informative?
23. What educational impact do you believe the fundraising event had on the community (e.g., parents, groups, etc.)?
24. Is there anything else relevant to your experience with Lights for Learning fundraising program that we have not yet discussed that we should know about?

Appendix B: Questionnaire for Decision Maker Survey

1. Do you recall purchasing energy efficient products through the Lights for Learning® Program?

- ☐ Yes (if checked, skip to 2)
- ☐ No (if checked, go to 1A)

1A. These products included energy efficient light bulbs, nightlights, and holiday lights. A student would have sold them to you as part of a school fund raiser. Do you recall participating in the program now?

- ☐ Yes (if checked, go to question 2)
- ☐ No (thank and terminate interview)

2. Which energy efficient products did you purchase through the program (Don't read list, use as possible prompts):

- ☐ CFL Light Bulb
- ☐ Halogen Light Bulb
- ☐ Holiday LED Light Strand
- ☐ 13 Watt CFL Desk lamp
- ☐ Conserve Socket
- ☐ LED Nightlight
- ☐ Kill-A-Watt Meter or Bitz Powerstrip (no follow up questions)
- ☐ Don't know

2A. Do you know the type and wattage of the CFL bulbs that you purchased through the program? (Don't read list, use as possible prompts)

- ☐ 14 Watt Spiral CFL Bulb- 60 Watt Equivalent
- ☐ 19 Watt Spiral CFL Bulb or 19 Watt Spiral CFL Bulb 3 Pack- 85 Watt Equivalent
- ☐ 23 Watt Spiral CFL Bulb – 100 Watt Equivalent
- ☐ 13 Watt Capsule CFL- 2 Pack – 60 Watt Equivalents
- ☐ 33 Watt 3-Way CFL Spiral
- ☐ Sample CFL Pack (a 14 Watt, 19 Watt, and 23 Watt bulb)- 60W, 85W, 100W equivalents
- ☐ 14 Watt Globe Bulb
- ☐ 14 Watt R30 CFL Indoor Reflector
- ☐ Don't remember

2B. Do you remember what the wattage was for the halogen bulbs you purchased through the program?

- ☐ 53 Watt Halogen A – 2 Pack – 75W Equivalent
- ☐ 72 Watt Halogen A- 2 Pack – 100W Equivalent
- ☐ Don't remember

3. How did you hear about the Lights for Learning® Program? (Select all that apply. Don't read list)

- ☐ From the student who sold the products
- ☐ From the school participating in the program

- ☐ From a neighbor or friend
- ☐ The Lights for Learning® website
- ☐ A news story about the program
- ☐ An advertisement for the program
- ☐ Received a brochure or flyer
- ☐ Don't know
- ☐ Other (please specify)

4. Did you know the student who sold you the energy efficient products?

- ☐ Yes
- ☐ No
- ☐ Don't know (Do not read)

4A. What is the student's relationship to you? (Do not read list)

- ☐ The student is a family member
- ☐ The student is the child of a friend
- ☐ The student is a neighbor
- ☐ Don't know
- ☐ Other (please specify): _____

5. Did you have any problems ordering the energy efficient products through the program?

- ☐ Yes
- ☐ No
- ☐ Don't know (Do not read)

5A. What problems did you experience when ordering the products?

6. Did the products you ordered arrive in working condition?

- ☐ Yes
- ☐ No
- ☐ Don't know

6A. What was wrong with the products?

7. Why did you purchase these products? (Do not read list)

- ☐ To support schools
- ☐ To support the student who sold the products
- ☐ To save energy
- ☐ To replace broken products already owned
- ☐ Other (please specify)
- ☐ Don't know

8. Did you already have plans to purchase these energy efficient products before purchasing them through the Lights for Learning® Program?

- ☐ Yes
- ☐ No

☐ Don't know (Do not read)

8A. Would you have purchased these energy efficient products elsewhere in the next month if you had not participated in the Lights for Learning® Program?

☐ Yes

☐ No

☐ Don't know (Do not read)

9. If the energy efficient products had not been offered through the Lights for Learning® Program, how likely is it that you would have purchased them elsewhere?

☐ Definitely would have purchased elsewhere

☐ Probably would have purchased elsewhere

☐ Probably would not have purchased elsewhere

☐ Definitely would not have purchased elsewhere

☐ Don't know

10. Did you purchase more of the energy efficient products because they were sold through the Lights for Learning® Program than you otherwise would have?

☐ Yes, purchased more products than otherwise would have

☐ No, did not purchase more products

☐ Don't know (Do not read)

10A. How many more products did you purchase?

11. How important was supporting schools or supporting the student selling the products to your decision to purchase the energy efficient products?

☐ Very important

☐ Somewhat important

☐ Only slightly important

☐ Not at all important

☐ Don't know (Do not read)

12. Had you purchased similar energy efficient products in the last three years?

☐ Yes

☐ No

☐ Don't know

12A. Have you previously used energy efficient products similar to the ones you purchased through the Lights for Learning® program?

☐ Yes

☐ No

☐ Don't know (Do not read)

13. For each of the following products, please identify if the program made you aware of their energy efficiency, or if you knew about their energy efficiency benefits beforehand?

☐ Compact fluorescent light bulbs

- ☐ Halogen light bulbs
- ☐ LED holiday lights
- ☐ LED nightlights

14. Now I would like to ask you how satisfied or dissatisfied you were with different aspects of the program and the product(s) you purchased. How satisfied or dissatisfied were you with:

- ☐ The time it took to receive the products
- ☐ The price of the products
- ☐ The performance of the products
- ☐ Overall satisfaction with the Lights for Learning® Program

14A. What are the reasons for your dissatisfaction?

Now I would like to ask you a few questions about the energy efficient product(s) you purchased.

CFL14W1. How many of the 14 watt (60 Watt Equivalent) Spiral CFL Bulbs did you purchase?

CFL14W2. How many of the 14 watt (60 Watt Equivalent) Spiral CFL Bulbs did you install?

CFL14W3. [If some are not installed] How many do you expect to install during the next month?

CFL14W4. For the bulbs that you have installed, where did you install these bulbs? (Leave blank if they do not know where the bulbs were installed)

- _____ Living room
- _____ Kitchen
- _____ Family Room / Den
- _____ Dining Room
- _____ Entry/Hallway
- _____ Bedroom
- _____ Bathroom
- _____ Garage
- _____ Outdoors
- _____ Closet
- _____ Office
- _____ Other/Don't know location

CFL14W5. What type of bulb did the CFL replace?

- ☐ Replaced incandescent bulbs
- ☐ Replaced other CFLs
- ☐ Don't know (Don't read)
- ☐ Other (please specify)

CFL14W5A. Were the incandescent bulbs still operating when you removed them or were they burnt out?

- ☐ Still operating
- ☐ Burnt out
- ☐ Don't know (Do not read)

CFL19W1. How many of the 19 watt (85 Watt Equivalent) Spiral CFL Bulbs did you purchase?
[Count 3 bulbs for each 3 pack]

CFL19W2. How many of the 19 watt (85 Watt Equivalent) Spiral CFL Bulbs did you install?

CFL19W3. [If some are not installed] How many do you expect to install during the next month?

CFL19W4. For the bulbs that you have installed, where did you install these bulbs? (Leave blank if they do not know where the bulbs were installed)

- _____ Living room
- _____ Kitchen
- _____ Family Room / Den
- _____ Dining Room
- _____ Entry/Hallway
- _____ Bedroom
- _____ Bathroom
- _____ Garage
- _____ Outdoors
- _____ Closet
- _____ Office
- _____ Other/Don't know location

CFL19W5. What type of bulb did the CFL replace?

- ☐ Replaced incandescent bulbs
- ☐ Replaced other CFLs
- ☐ Don't know (Do not read)
- ☐ Other (please specify)

CFL19W5A. Were the incandescent bulbs still operating when you removed them or were they burnt out?

- ☐ Still operating
- ☐ Burnt out
- ☐ Don't know (Do not read)

CFL23W1. How many of the 23 watt (100 Watt Equivalent) Spiral CFL Bulbs did you purchase?

CFL23W2. How many of the 23 watt (100 Watt Equivalent) Spiral CFL Bulbs did you install?

CFL23W3. [If some are not installed] How many do you expect to install during the next month?

CFL23W4. For the bulbs that you have installed, where did you install these bulbs? (Leave blank if they do not know where the bulbs were installed)

- _____ Living room
- _____ Kitchen
- _____ Family Room / Den
- _____ Dining Room
- _____ Entry/Hallway
- _____ Bedroom
- _____ Bathroom
- _____ Garage
- _____ Outdoors
- _____ Closet
- _____ Office
- _____ Other/Don't know location

CFL23W5. What type of bulb did the CFL replace?

- ☐ Replaced incandescent bulbs
- ☐ Replaced other CFLs
- ☐ Don't know (Do not read)
- ☐ Other (please specify)

CFL23W5A. Were the incandescent bulbs still operating when you removed them or were they burnt out?

- ☐ Still operating
- ☐ Burnt out
- ☐ Don't know (Do not read)

CFL2PK1. How many of the 13W CFL two packs did you purchase?

CFL2PK2. How many of the 13W bulbs did you install?

CFL2PK3. [If some are not installed] How many do you expect to install during the next month?

CFL2PK4. For the bulbs that you have installed, where did you install these bulbs? (Leave blank if they do not know where the bulbs were installed)

- _____ Living room
- _____ Kitchen
- _____ Family Room / Den
- _____ Dining Room
- _____ Entry/Hallway
- _____ Bedroom
- _____ Bathroom
- _____ Garage
- _____ Outdoors
- _____ Closet
- _____ Office
- _____ Other/Don't know location

CFL2PK5. What type of bulb did the CFL replace?

- ☐ Replaced incandescent bulbs
- ☐ Replaced other CFLs
- ☐ Don't know (Do not read)
- ☐ Other (please specify)

CFL2PK5A. Were the incandescent bulbs still operating when you removed them or were they burnt out?

- ☐ Still operating
- ☐ Burnt out
- ☐ Don't know (Do not read)

3WAYCFL1. How many of the 3-Way CFL bulbs did you purchase?

3WAYCFL2. How many of the 3-Way CFL bulbs did you install?

3WAYCFL3. [If some are not installed] How many do you expect to install during the next month?

3WAYCFL4. For the bulbs that you have installed, where did you install these bulbs? (Leave blank if they do not know where the bulbs were installed)

- _____ Living room
- _____ Kitchen
- _____ Family Room / Den
- _____ Dining Room
- _____ Entry/Hallway
- _____ Bedroom
- _____ Bathroom
- _____ Garage
- _____ Outdoors
- _____ Closet
- _____ Office
- _____ Other/Don't know location

3WAYCFL5. What type of bulb did the CFL replace?

- ☐ Replaced incandescent bulbs
- ☐ Replaced other CFLs
- ☐ Don't know (Do not read)
- ☐ Other (please specify)

3WAYCFL5A. Were the incandescent bulbs still operating when you removed them or were they burnt out?

- ☐ Still operating
- ☐ Burnt out
- ☐ Don't know (Do not read)

SAMPCFL1. How many of the CFL sample packs that included a 14 Watt, 19 Watt, and 23 Watt bulb did you purchase?

SAMPCFL2A. How many of the 14 watt bulbs did you install?

SAMPCFL2B. How many of the 19 watt bulbs did you install?

SAMPCFL2C. How many of the 23 watt bulbs did you install?

SAMPCFL3. [If some are not installed] How many do you expect to install during the next month?

SAMPCFL4A. For the 14 watt bulbs that you have installed, where did you install these bulbs?
(Leave blank if they do not know where the bulbs were installed)

- _____ Living room
- _____ Kitchen
- _____ Family Room / Den
- _____ Dining Room
- _____ Entry/Hallway
- _____ Bedroom
- _____ Bathroom
- _____ Garage
- _____ Outdoors
- _____ Closet
- _____ Office
- _____ Other/Don't know location

SAMPCFL4B. For the 19 watt bulbs that you have installed, where did you install these bulbs?
(Leave blank if they do not know where the bulbs were installed)

- _____ Living room
- _____ Kitchen
- _____ Family Room / Den
- _____ Dining Room
- _____ Entry/Hallway
- _____ Bedroom
- _____ Bathroom
- _____ Garage
- _____ Outdoors
- _____ Closet
- _____ Office
- _____ Other/Don't know location

SAMPCFL4C. For the 23 watt bulbs that you have installed, where did you install these bulbs?
(Leave blank if they do not know where the bulbs were installed)

- _____ Living room
- _____ Kitchen

- _____ Family Room / Den
- _____ Dining Room
- _____ Entry/Hallway
- _____ Bedroom
- _____ Bathroom
- _____ Garage
- _____ Outdoors
- _____ Closet
- _____ Office
- _____ Other/Don't know location

SAMPCFL5. What type of bulb did the CFL replace?

- ☐ Replaced incandescent bulbs
- ☐ Replaced other CFLs
- ☐ Don't know (Do not read)
- ☐ Other (please specify)

SAMPCFL5A. Were the incandescent bulbs still operating when you removed them or were they burnt out?

- ☐ Still operating
- ☐ Burnt out
- ☐ Don't know (Do not read)

REFLCFL1. How many of the indoor reflector bulbs did you purchase?

REFLCFL2. How many of the bulbs did you install?

REFLCFL3. [If some are not installed] How many do you expect to install during the next month?

REFLCFL4. For the bulbs that you have installed, where did you install these bulbs? (Leave blank if they do not know where the bulbs were installed)

- _____ Living room
- _____ Kitchen
- _____ Family Room / Den
- _____ Dining Room
- _____ Entry/Hallway
- _____ Bedroom
- _____ Bathroom
- _____ Garage
- _____ Outdoors
- _____ Closet
- _____ Office
- _____ Other/Don't know location

REFLCFL5. What type of bulb did the CFL replace?

- ☐ Replaced incandescent bulbs
- ☐ Replaced other CFLs
- ☐ Don't know (Do not read)
- ☐ Other (please specify)

REFLCFL5A. Were the incandescent bulbs still operating when you removed them or were they burnt out?

- ☐ Still operating
- ☐ Burnt out
- ☐ Don't know (Do not read)

GLOBECFL1. How many of the CFL Globe bulbs did you purchase?

GLOBECFL2. How many of the bulbs did you install?

GLOBECFL3. [If some are not installed] How many do you plan to install in the next month?

GLOBECFL4. For the bulbs that you have installed, where did you install these bulbs? (Leave blank if they do not know where the bulbs were installed)

- _____ Living room
- _____ Kitchen
- _____ Family Room / Den
- _____ Dining Room
- _____ Entry/Hallway
- _____ Bedroom
- _____ Bathroom
- _____ Garage
- _____ Outdoors
- _____ Closet
- _____ Office
- _____ Other/Don't know location

GLOBECFL5. What type of bulb did the CFL replace?

- ☐ Replaced incandescent bulbs
- ☐ Replaced other CFLs
- ☐ Don't know (Do not read)
- ☐ Other (please specify)

GLOBECFL5A. Were the incandescent bulbs still operating when you removed them or were they burnt out?

- ☐ Still operating
- ☐ Burnt out
- ☐ Don't know (Do not read)

CFL1. How many of the CFL bulbs did you purchase?

CFL2. How many of the bulbs did you install?

CFL3. [If some are not installed] How many do you expect to install during the next month?

CFL4. For the bulbs that you have installed, where did you install these bulbs? (Leave blank if they do not know where the bulbs were installed)

- _____ Living room
- _____ Kitchen
- _____ Family Room / Den
- _____ Dining Room
- _____ Entry/Hallway
- _____ Bedroom
- _____ Bathroom
- _____ Garage
- _____ Outdoors
- _____ Closet
- _____ Office
- _____ Other/Don't know location

CFL5. What type of bulb did the CFL replace?

- ☐ Replaced incandescent bulbs
- ☐ Replaced other CFLs
- ☐ Don't know (Do not read)
- ☐ Other (please specify)

CFL5A. Were the incandescent bulbs still operating when you removed them or were they burnt out?

- ☐ Still operating
- ☐ Burnt out
- ☐ Don't know (Do not read)

HAL53W1. How many of the 53 watt (75 Watt Equivalent) Halogen Bulb 2 Packs did you purchase?

HAL53W2. How many of the bulbs did you install?

HAL53W3. [If some are not installed] How many do you expect to install during the next month?

HAL53W4. For the bulbs that you have installed, where did you install these bulbs? (Leave blank if they do not know where the bulbs were installed)

- _____ Living room
- _____ Kitchen
- _____ Family Room / Den
- _____ Dining Room
- _____ Entry/Hallway

- _____ Bedroom
- _____ Bathroom
- _____ Garage
- _____ Outdoors
- _____ Closet
- _____ Office
- _____ Other/Don't know location

HAL53W5. What type of bulb did the halogen bulb replace?

- ☐ Replaced incandescent bulbs
- ☐ Replaced other Halogens
- ☐ Replaced CFLs
- ☐ Don't know (Do not read)

HAL53W5A. Were the incandescent bulbs still operating when you removed them or were they burnt out?

- ☐ Still operating
- ☐ Burnt out
- ☐ Don't know (Do not read)

HAL72W1. How many of the 72 watt (100 Watt Equivalent) Halogen Bulbs did you purchase?

HAL72W2. How many of the bulbs did you install?

HAL72W3. [If some are not installed] How many do you expect to install during the next month?

HAL72W4. For the bulbs that you have installed, where did you install these bulbs? (Leave blank if they do not know where the bulbs were installed)

- _____ Living room
- _____ Kitchen
- _____ Family Room / Den
- _____ Dining Room
- _____ Entry/Hallway
- _____ Bedroom
- _____ Bathroom
- _____ Garage
- _____ Outdoors
- _____ Closet
- _____ Office
- _____ Other/Don't know location

HAL72W5. What type of bulb did the halogen bulb replace?

- ☐ Replaced incandescent bulbs
- ☐ Replaced other Halogens

- ☐ Replaced CFLs
- ☐ Don't know (Do not read)
- ☐ Other (please specify)

HAL72W5A. Were the incandescent bulbs still operating when you removed them or were they burnt out?

- ☐ Still operating
- ☐ Burnt out
- ☐ Don't know

HALOGEN1. How many of the Halogen Bulbs did you purchase?

HALOGEN2. How many of the bulbs did you install?

HALOGEN13. [If some are not installed] How many do you expect to install during the next month?

HALOGEN4. For the bulbs that you have installed, where did you install these bulbs? (Leave blank if they do not know where the bulbs were installed)

- _____ Living room
- _____ Kitchen
- _____ Family Room / Den
- _____ Dining Room
- _____ Entry/Hallway
- _____ Bedroom
- _____ Bathroom
- _____ Garage
- _____ Outdoors
- _____ Closet
- _____ Office
- _____ Other/Don't know location

HALOGEN5. What type of bulb did the halogen bulb replace?

- ☐ Replaced incandescent bulbs
- ☐ Replaced other Halogens
- ☐ Replaced CFLs
- ☐ Don't know (Do not read)
- ☐ Other (please specify)

HALOGEN5A. Were the incandescent bulbs still operating when you removed them or were they burnt out?

- ☐ Still operating
- ☐ Burnt out
- ☐ Don't know (Do not read)

HOLSTRND1. How many Holiday LED Light Strands did you purchase?

HOLSTRND2. Did the Holiday LED Light Strands replace any other light strands that you would have used instead?

- ☐ Yes
- ☐ No
- ☐ Don't know (Do not read)

HOLSTRND2A. What kind of light strands did they replace?

- ☐ Incandescent holiday lights
- ☐ LED holiday lights
- ☐ Don't know
- ☐ Other (please specify)

HOLSTRND3. When are the holiday light strands in use?

- ☐ Only during the holidays
- ☐ Year round
- ☐ Other (please specify): _____

HOLSTRND4. How many hours per day are the holiday lights turned on?

- ☐ All night
- ☐ 24 hours a day
- ☐ A few hours a night (How many hours?): _____
- ☐ Other:: _____
- ☐ Don't know (Do not read)

DSKLMP1. How many desk lamps did you purchase?

DSKLMP2. How many hours are the desk lamps on each day?

SOCKET1. How many conserve sockets did you purchase?

SOCKET2. How many conserve sockets are in use?

SOCKET3. What is connected to the socket?

SOCKET4. Before you purchased the socket, how many hours a day was the device that is now connected to the socket plugged in / turned on?

SOCKET5. Now that the device is plugged into the socket, how many hours a day is the socket supplying power to the device?

NGHTLGHT1. How many LED nightlights did you purchase?

NGHTLGHT2. How many LED nightlights are in use?

NGHTLGHT3. Did the LED nightlights replace other nightlights?

- ☐ Yes
- ☐ No
- ☐ Don't know (Do not read)

NGHTLGHT3A. What kind of nightlights did they replace?

- ☐ Incandescent nightlight
- ☐ LED nightlight
- ☐ Don't know (Do not read)
- ☐ Other (please specify)

15. Do you have any other comments that you would like to make regarding the Lights for Learning® program or energy efficient products?

Appendix C: Questionnaire for Decision Maker Survey

Because EPY5 participant contact information was not collected, ADM was unable to administer a participant telephone survey for the EPY5 evaluation. As an alternative, ADM referenced survey results from the EPY4 evaluation.

Each EPY4 participant was surveyed using the survey instrument provided in Appendix B. The surveys were conducted by telephone or internet. During the survey, a participant was asked questions about (1) his or her general decision making regarding purchasing and installing energy efficient equipment, (2) his or her knowledge of and satisfaction with the program, and (3) the influence that the program had on his or her decision to purchase and install measures.

The following tabulations summarize program participant survey responses. The first column presents the number of survey respondents (n). The second column presents the percentage of survey respondents (n).

1. Do you recall purchasing energy efficient products through the Lights for Learning® Program?	Response	(n=64)	Percent of Respondents
	Yes	58	91%
	No	6	9%

1a. The products sold under the program included energy efficient light bulbs, nightlights, and holiday lights. A student would have sold them to you as part of a school fund raiser. Do you recall participating in the program now?	Response	(n=5)	Percent of Respondents
	Yes	2	40%
	No	3	60%

2. Which energy efficient products did you purchase through the program (Don't read list, use as possible prompts):	Response	(n=60)	Percent of Respondents*
	CFL Light Bulb	31	52%
	Halogen Light Bulb	1	2%
	Holiday LED Light Strand	12	20%
	13 Watt CFL Desk lamp	3	5%
	Conserve Socket	0	0%
	LED Nightlight	15	25%
	Don't know	13	22%
	Other (please specify)	0	0%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

2a. Do you know the type and wattage of the CFL bulbs that you purchased through the program?	Response	(n=31)	Percent of Respondents*
	14 Watt Spiral CFL Bulb- 60 Watt Equivalent	1	3%
	19 Watt Spiral CFL Bulb or 19 Watt Spiral CFL Bulb 3 Pack- 85 Watt Equivalent	0	0%
	23 Watt Spiral CFL Bulb - 100 Watt Equivalent	2	6%
	13 Watt Capsule CFL- 2 Pack - 60 Watt Equivalents	6	19%
	33 Watt 3-Way CFL Spiral	1	3%
	Sample CFL Pack (14 Watt, 19 Watt, and 23 Watt bulbs)- 60W, 85W, 100W equivalents	5	16%
	14 Watt Globe Bulb	0	0%
	14 Watt R30 CFL Indoor Reflector	0	0%
	Don't remember	18	58%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

	<i>Response</i>	<i>(n=1)</i>	<i>Percent of Respondents*</i>
2b. Do you remember what the wattage was for the halogen bulbs you purchased through the program?	53 Watt Halogen A - 2 Pack - 75W Equivalent	0	0%
	72 Watt Halogen A - 2 Pack - 100W Equivalent	0	0%
	Don't remember	1	100%
	Other (please specify)	0	0%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

	<i>Response</i>	<i>(n=60)</i>	<i>Percent of Respondents*</i>
3. How did you hear about the Lights for Learning® Program? (Select all that apply. Don't read list)	From the student who sold the products	29	48%
	From the school participating in the program	5	8%
	From a neighbor or friend	3	5%
	The Lights for Learning® website	0	0%
	A news story about the program	0	0%
	An advertisement for the program	0	0%
	Received a brochure or flyer	10	17%
	Don't know	0	0%
	Other (please specify)	15	25%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

	<i>Response</i>	<i>(n=60)</i>	<i>Percent of Respondents</i>
4. Did you know the student who sold you the energy efficient products?	Yes	55	92%
	No	5	8%
	Don't know (Do not read)	0	0%

	<i>Response</i>	<i>(n=55)</i>	<i>Percent of Respondents</i>
4a. What is the student's relationship to you? (Do not read list)	The student is a family member	40	73%
	The student is the child of a friend	6	11%
	The student is a neighbor	2	4%
	Don't know	0	0%
	Other (please specify)	7	13%

	<i>Response</i>	<i>(n=60)</i>	<i>Percent of Respondents</i>
5. Did you have any problems ordering the energy efficient products through the program?	Yes	2	3%
	No	57	95%
	Don't know (Do not read)	1	2%

	<i>Response</i>	<i>(n=60)</i>	<i>Percent of Respondents</i>
6. Did the products you ordered arrive in working condition?	Yes	56	93%
	No	4	7%
	Don't know	0	0%

	<i>Response</i>	<i>(n=60)</i>	<i>Percent of Respondents*</i>
7. Why did you purchase these products? (Do not read list)	To support schools	27	45%
	To support the student who sold the products	21	35%
	To save energy	9	15%
	To replace broken products already owned	3	5%
	Other (please specify)	33	55%
	Don't know	3	5%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

	<i>Response</i>	<i>(n=60)</i>	<i>Percent of Respondents</i>
8. Did you already have plans to purchase these energy efficient products before purchasing them through the Lights for Learning® Program?	Yes	17	28%
	No	43	72%
	Don't know	0	0%

	<i>Response</i>	<i>(n=17)</i>	<i>Percent of Respondents</i>
8a. Would you have purchased these energy efficient products elsewhere in the next month if you had not participated in the Lights for Learning® Program?	Yes	15	88%
	No	2	12%
	Don't know (Do not read)	0	0%

	<i>Response</i>	<i>(n=60)</i>	<i>Percent of Respondents</i>
9. If the energy efficient products had not been offered through the Lights for Learning® Program, how likely is it that you would have purchased them elsewhere?	Definitely would have purchased elsewhere	18	30%
	Probably would have purchased elsewhere	18	30%
	Probably would not have purchased elsewhere	15	25%
	Definitely would not have purchased elsewhere	9	15%
	Don't know	0	0%

10. Did you purchase more of the energy efficient products because they were sold through the Lights for Learning® Program than you otherwise would have?	<i>Response</i>	<i>(n=60)</i>	<i>Percent of Respondents</i>
	Yes, purchased more products than otherwise would have	31	52%
	No, did not purchase more products	26	43%
	Don't know (Do not read)	3	5%

10a. How many more products did you purchase?	<i>Response</i>	<i>(n=31)</i>	<i>Percent of Respondents</i>
	1	3	10%
	2	5	16%
	3	5	16%
	4	2	6%
	5	3	10%
	6	3	10%
	7	0	0%
	8	1	3%
	9	0	0%
	10	2	6%
	Don't know	7	23%

11. How important was supporting schools or supporting the student selling the products to your decision to purchase the energy efficient products?	<i>Response</i>	<i>(n=60)</i>	<i>Percent of Respondents</i>
	Very important	45	75%
	Somewhat important	11	18%
	Only slightly important	2	3%
	Not at all important	2	3%
	Don't know (Do not read)	0	0%

12. Had you purchased similar energy efficient products in the last three years?	<i>Response</i>	<i>(n=59)</i>	<i>Percent of Respondents</i>
	Yes	36	61%
	No	22	37%
	Don't know	1	2%

12a. Have you previously used energy efficient products similar to the ones you purchased through the Lights for Learning® program?	<i>Response</i>	<i>(n=22)</i>	<i>Percent of Respondents</i>
	Yes	7	32%
	No	14	64%
	Don't know (Do not read)	1	5%

13a. For compact fluorescent light bulbs (CFLs), please identify if the program made you aware of their energy efficiency, or if you knew about their energy efficiency benefits beforehand?	<i>Response</i>	<i>(n=59)</i>	<i>Percent of Respondents</i>
	Previously aware of efficiency	42	71%
	Program made me aware of efficiency	13	22%
	Don't know	4	7%

13b. For halogen light bulbs, please identify if the program made you aware of their energy efficiency, or if you knew about their energy efficiency benefits beforehand?	<i>Response</i>	<i>(n=59)</i>	<i>Percent of Respondents</i>
	Previously aware of efficiency	37	63%
	Program made me aware of efficiency	17	29%
	Don't know	5	8%

13c. For LED holiday lights, please identify if the program made you aware of their energy efficiency, or if you knew about their energy efficiency benefits beforehand?	<i>Response</i>	<i>(n=59)</i>	<i>Percent of Respondents</i>
	Previously aware of efficiency	37	63%
	Program made me aware of efficiency	18	31%
	Don't know	4	7%

13d. For LED nightlights, please identify if the program made you aware of their energy efficiency, or if you knew about their energy efficiency benefits beforehand?	<i>Response</i>	<i>(n=58)</i>	<i>Percent of Respondents</i>
	Previously aware of efficiency	29	50%
	Program made me aware of efficiency	25	43%
	Don't know	4	7%

14a. Now I would like to ask you how satisfied or dissatisfied you were with different aspects of the program and the product(s) you purchased. How satisfied or dissatisfied were you with the time it took to receive the products?	<i>Response</i>	<i>(n=59)</i>	<i>Percent of Respondents*</i>
	5	27	46%
	4	28	47%
	3	0	0%
	2	1	2%
	1	0	0%
	Don't know	3	5%
	Average		4.4

*Each response was assigned a numerical value from one to five (5=Very Satisfied, 4=Satisfied, 3=Neither Satisfied nor Dissatisfied, 2=Dissatisfied, 1=Very Dissatisfied)

	<i>Response</i>	<i>(n=59)</i>	<i>Percent of Respondents*</i>
14b. Now I would like to ask you how satisfied or dissatisfied you were with different aspects of the program and the product(s) you purchased. How satisfied or dissatisfied were you with the price of the products?	5	24	41%
	4	32	54%
	3	1	2%
	2	1	2%
	1	0	0%
	Don't know	1	2%
	Average		4.4

**Each response was assigned a numerical value from one to five (5=Very Satisfied, 4=Satisfied, 3=Neither Satisfied nor Dissatisfied, 2=Dissatisfied, 1=Very Dissatisfied)*

	<i>Response</i>	<i>(n=59)</i>	<i>Percent of Respondents*</i>
14c. Now I would like to ask you how satisfied or dissatisfied you were with different aspects of the program and the product(s) you purchased. How satisfied or dissatisfied were you with the performance of the products?	5	30	51%
	4	23	39%
	3	2	3%
	2	0	0%
	1	0	0%
	Don't know	4	7%
	Average		4.5

**Each response was assigned a numerical value from one to five (5=Very Satisfied, 4=Satisfied, 3=Neither Satisfied nor Dissatisfied, 2=Dissatisfied, 1=Very Dissatisfied)*

	<i>Response</i>	<i>(n=59)</i>	<i>Percent of Respondents*</i>
14d. Now I would like to ask you how satisfied or dissatisfied you were with different aspects of the program and the product(s) you purchased. How satisfied or dissatisfied were you with your overall experience with the Lights for Learning® Program?	5	32	54%
	4	22	37%
	3	2	3%
	2	0	0%
	1	1	2%
	Don't know	2	3%
	Average		4.5

**Each response was assigned a numerical value from one to five (5=Very Satisfied, 4=Satisfied, 3=Neither Satisfied nor Dissatisfied, 2=Dissatisfied, 1=Very Dissatisfied)*

	<i>Total Count</i>
CFL14W1. How many of the 14 watt spiral CFL bulbs did you purchase?"	6
CFL14W2. How many of the 14 watt spiral CFL bulbs did you install?"	4
CFL14W3. How many do you expect to install in the next month?	0

CFL14W4. For the bulbs that you have installed, where did you install these bulbs? 14 watt spiral CFL bulbs	<i>Location</i>	<i>Total Count</i>
	Living room	0
	Kitchen	0
	Family room / den	0
	Dining room	0
	Entry / hallway	0
	Bedroom	0
	Bathroom	0
	Garage	0
	Outdoors	4
	Closet	0
	Office	0
	Other / Don't know location	0

CFL14W5. What type of bulb did the CFL replace? 14 watt spiral CFL bulbs		<i>(n=2)</i>	<i>Percent of Respondents</i>
	Replaced incandescent bulbs	1	50%
	Replaced other CFLs	2	100%
	Don't know	0	0%
	Other	0	0%

**Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.*

CFL14W5A. Were the incandescent bulbs still operating when you removed them or where they burnt out? 14 watt spiral CFL bulbs		<i>(n=1)</i>	<i>Percent of Respondents</i>
	Sill operating	1	100%
	Burnt out	0	0%
	Don't know	0	0%

**Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.*

CFL19W1. How many of the 19 watt spiral CFL bulbs did you purchase?" CFL19W2. How many of the 19 watt spiral CFL bulbs did you install?" CFL19W3. How many do you expect to install in the next month?	<i>Total Count</i>
	0
	0
	0

CFL19W4. For the bulbs that you have installed, where did you install these bulbs? 19 watt spiral CFL bulbs	<i>Location</i>	<i>Total Count</i>
	Living room	0
	Kitchen	0
	Family room / den	0
	Dining room	0
	Entry / hallway	0
	Bedroom	0
	Bathroom	0
	Garage	0
	Outdoors	0
	Closet	0
	Office	0
	Other / Don't know location	0

CFL19W5. What type of bulb did the CFL replace? 19 watt spiral CFL bulbs		<i>(n=0)</i>	<i>Percent of Respondents*</i>
	Replaced incandescent bulbs	0	0%
	Replaced other CFLs	0	0%
	Don't know	0	0%
	Other	0	0%

**Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.*

CFL19W5A. Were the incandescent bulbs still operating when you removed them or where they burnt out? 19 watt spiral CFL bulbs		<i>(n=0)</i>	<i>Percent of Respondents*</i>
	Sill operating	0	0%
	Burnt out	0	0%
	Don't know	0	0%

**Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.*

CFL23W1. How many of the 23 watt spiral CFL bulbs did you purchase?" CFL23W2. How many of the 23 watt spiral CFL bulbs did you install?" CFL23W3. How many do you expect to install in the next month?	<i>Total Count</i>
	10
	3
	0

CFL23W4. For the bulbs that you have installed, where did you install these bulbs? 23 watt spiral CFL bulbs	<i>Location</i>	<i>Total Count</i>
	Living room	0
	Kitchen	0
	Family room / den	0
	Dining room	1
	Entry / hallway	0
	Bedroom	0
	Bathroom	0
	Garage	0
	Outdoors	0
	Closet	0
	Office	0
	Other / Don't know location	2

CFL23W5. What type of bulb did the CFL replace? 23 watt spiral CFL bulbs		<i>(n=2)</i>	<i>Percent of Respondents</i>
	Replaced incandescent bulbs	2	100%
	Replaced other CFLs	0	0%
	Don't know	0	0%
	Other	0	0%

**Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.*

CFL23W5a. Were the incandescent bulbs still operating when you removed them or where they burnt out? 23 watt spiral CFL bulbs		<i>(n=2)</i>	<i>Percent of Respondents</i>
	Sill operating	0	0%
	Burnt out	2	100%
	Don't know	0	0%

**Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.*

CFL2PK1. How many of the 13 watt spiral CFL bulbs did you purchase?" CFL2PK2. How many of the 13 watt spiral CFL bulbs did you install?" CFL2PK3. How many do you expect to install in the next month?	<i>Total Count</i>
	14
	27
	2

CFL2PK4. For the bulbs that you have installed, where did you install these bulbs? 13 watt spiral CFL bulbs	<i>Location</i>	<i>Total Count</i>
	Living room	5
	Kitchen	3
	Family room / den	7
	Dining room	0
	Entry / hallway	2
	Bedroom	4
	Bathroom	0
	Garage	2
	Outdoors	3
	Closet	0
	Office	0
	Other / Don't know location	1

CFL2PK5. What type of bulb did the CFL replace? 13 watt spiral CFL bulbs		<i>(n=6)</i>	<i>Percent of Respondents</i>
	Replaced incandescent bulbs	5	83%
	Replaced other CFLs	1	17%
	Don't know	0	0%
	Other	0	0%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

CFL2PK5a. Were the incandescent bulbs still operating when you removed them or where they burnt out? 13 watt spiral CFL bulbs		<i>(n=5)</i>	<i>Percent of Respondents</i>
	Sill operating	2	40%
	Burnt out	3	60%
	Don't know	0	0%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

3WAYCFL1. How many of the 3-way CFL bulbs did you purchase?" 3WAYCFL2. How many of the 3-way CFL bulbs did you install?" 3WAYCFL3. How many do you expect to install in the next month?	<i>Total Count</i>
	1
	1
	0

3WAYCFL4. For the bulbs that you have installed, where did you install these bulbs? 3-way CFL bulbs	<i>Location</i>	<i>Total Count</i>
	Living room	0
	Kitchen	0
	Family room / den	0
	Dining room	0
	Entry / hallway	0
	Bedroom	0
	Bathroom	0
	Garage	0
	Outdoors	0
	Closet	0
	Office	1
	Other / Don't know location	0

3WAYCFL5. What type of bulb did the CFL replace? 3-way CFL bulbs		<i>(n=1)</i>	<i>Percent of Respondents*</i>
	Replaced incandescent bulbs	1	100%
	Replaced other CFLs	0	0%
	Don't know	0	0%
	Other	0	0%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

3WAYCFL5a. Were the incandescent bulbs still operating when you removed them or where they burnt out? 3-way CFL bulbs		<i>(n=1)</i>	<i>Percent of Respondents*</i>
	Sill operating	0	0%
	Burnt out	1	100%
	Don't know	0	0%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

SAMP CFL1. How many of the sample packs did you purchase?" SAMP CFL2a. How many of the 14 watt CFLs did you install?" SAMP CFL2b. How many of the 19 watt CFLs did you install?" SAMP CFL2c. How many of the 23 watt CFLs did you install?" SAMP CFL3. How many do you expect to install in the next month?	<i>Total Count</i>
	9
	2
	1
	2
	0

SAMP CFL4a. For the bulbs that you have installed, where did you install these bulbs? 14 watt	<i>Location</i>	<i>Total Count</i>
	Living room	0
	Kitchen	0
	Family room / den	0
	Dining room	0
	Entry / hallway	0
	Bedroom	0
	Bathroom	2
	Garage	0
	Outdoors	0
	Closet	0
	Office	0
	Other / Don't know location	0

SAMP CFL4b. For the bulbs that you have installed, where did you install these bulbs? 19 watt	<i>Location</i>	<i>Total Count</i>
	Living room	0
	Kitchen	0
	Family room / den	1
	Dining room	0
	Entry / hallway	0
	Bedroom	0
	Bathroom	0
	Garage	0
	Outdoors	0
	Closet	0
	Office	0
	Other / Don't know location	0

SAMPCFL4c. For the bulbs that you have installed, where did you install these bulbs? 23 watt	<i>Location</i>	<i>Total Count</i>
	Living room	0
	Kitchen	0
	Family room / den	0
	Dining room	2
	Entry / hallway	0
	Bedroom	0
	Bathroom	0
	Garage	0
	Outdoors	0
	Closet	0
	Office	0
	Other / Don't know location	0

SAMPCFL5. What type of bulb did the CFL replace? indoor reflector bulbs		<i>(n=5)</i>	<i>Percent of Respondents*</i>
	Replaced incandescent bulbs	1	20%
	Replaced other CFLs	2	40%
	Don't know	0	0%
	Other	1	20%

**Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.*

SAMPCFL5a. Were the incandescent bulbs still operating when you removed them or where they burnt out?		<i>(n=1)</i>	<i>Percent of Respondents*</i>
	Sill operating	0	0%
	Burnt out	1	100%
	Don't know	0	0%

**Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.*

REFLCFL1. How many of the indoor reflector bulbs did you purchase?" REFLCFL2. How many of the indoor reflector bulbs did you install?" REFLCFL3. How many do you expect to install in the next month?	<i>Total Count</i>
	0
	0
	0

REFLCFL4. For the bulbs that you have installed, where did you install these bulbs? indoor reflector bulbs	<i>Location</i>	<i>Total Count</i>
	Living room	0
	Kitchen	0
	Family room / den	0
	Dining room	0
	Entry / hallway	0
	Bedroom	0
	Bathroom	0
	Garage	0
	Outdoors	0
	Closet	0
	Office	0
	Other / Don't know location	0

REFLCFL5. What type of bulb did the CFL replace? indoor reflector bulbs		<i>(n=0)</i>	<i>Percent of Respondents*</i>
	Replaced incandescent bulbs	0	0%
	Replaced other CFLs	0	0%
	Don't know	0	0%
	Other	0	0%

**Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.*

REFLCFL5a. Were the incandescent bulbs still operating when you removed them or where they burnt out? indoor reflector bulbs		<i>(n=0)</i>	<i>Percent of Respondents*</i>
	Sill operating	0	0%
	Burnt out	0	0%
	Don't know	0	0%

**Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.*

GLOBECFL1. How many of the CFL globe bulbs did you purchase?" GLOBECFL2. How many of the CFL globe bulbs did you install?" GLOBECFL3. How many do you expect to install in the next month?	<i>Total Count</i>
	0
	0
	0

GLOBECFL4. For the bulbs that you have installed, where did you install these bulbs? CFL globe bulbs	<i>Location</i>	<i>Total Count</i>
	Living room	0
	Kitchen	0
	Family room / den	0
	Dining room	0
	Entry / hallway	0
	Bedroom	0
	Bathroom	0
	Garage	0
	Outdoors	0
	Closet	0
	Office	0
	Other / Don't know location	0

GLOBECFL5. What type of bulb did the CFL replace? CFL globe bulbs		<i>(n=0)</i>	<i>Percent of Respondents</i>
	Replaced incandescent bulbs	0	0%
	Replaced other CFLs	0	0%
	Don't know	0	0%
	Other	0	0%

**Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.*

GLOBECFL5a. Were the incandescent bulbs still operating when you removed them or where they burnt out? CFL globe bulbs		<i>(n=0)</i>	<i>Percent of Respondents*</i>
	Sill operating	0	0%
	Burnt out	0	0%
	Don't know	0	0%

**Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.*

CFL1. How many of the CFL bulbs of unknown type did you purchase?" CFL2. How many of the CFL bulbs of unknown type did you install?" CFL3. How many do you expect to install in the next month?	<i>Total Count</i>
	78
	63
	5

	<i>Location</i>	<i>Total Count</i>
CFL4. For the bulbs that you have installed, where did you install these bulbs? CFL bulbs of unknown type	Living room	11
	Kitchen	7
	Family room / den	2
	Dining room	6
	Entry / hallway	3
	Bedroom	19
	Bathroom	4
	Garage	1
	Outdoors	0
	Closet	0
	Office	0
	Other / Don't know location	10

		<i>(n=16)</i>	<i>Percent of Respondents*</i>
CFL5. What type of bulb did the CFL replace? CFL bulbs of unknown type	Replaced incandescent bulbs	6	0%
	Replaced other CFLs	4	0%
	Don't know	0	0%
	Other	4	0%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

		<i>(n=6)</i>	<i>Percent of Respondents*</i>
CFL5a. Were the incandescent bulbs still operating when you removed them or where they burnt out? CFL bulbs of unknown type	Still operating	4	0%
	Burnt out	2	0%
	Don't know	0	0%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

	<i>Total Count</i>
HAL53W1. How many of the 53 watt halogen bulb 2 packs did you purchase?"	0
HAL53W2. How many of the 53 watt halogen bulb 2 packs did you install?"	0
HAL53W3. How many do you expect to install in the next month?	0

	<i>Location</i>	<i>Total Count</i>
HAL53W4. For the bulbs that you have installed, where did you install these bulbs? 53 watt halogen bulb 2 packs	Living room	0
	Kitchen	0
	Family room / den	0
	Dining room	0
	Entry / hallway	0
	Bedroom	0
	Bathroom	0
	Garage	0
	Outdoors	0
	Closet	0
	Office	0
	Other / Don't know location	0

		<i>(n=0)</i>	<i>Percent of Respondents*</i>
HAL53W5. What type of bulb did the CFL replace? 53 watt halogen bulb 2 packs	Replaced incandescent bulbs	0	0%
	Replace other halogens	0	0%
	Replaced CFLs	0	0%
	Don't know	0	0%

**Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.*

		<i>(n=0)</i>	<i>Percent of Respondents*</i>
HAL53W5a. Were the incandescent bulbs still operating when you removed them or where they burnt out? 53 watt halogen bulb 2 packs	Sill operating	0	0%
	Burnt out	0	0%
	Don't know	0	0%

**Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.*

	<i>Total Count</i>
HAL72W1. How many of the 72 watt halogen bulb 2 packs did you purchase?"	0
HAL72W2. How many of the 72 watt halogen bulb 2 packs did you install?"	0
HAL72W3. How many do you expect to install in the next month?	0

	<i>Location</i>	<i>Total Count</i>
HAL72W4. For the bulbs that you have installed, where did you install these bulbs? 72 watt halogen bulb 2 packs	Living room	0
	Kitchen	0
	Family room / den	0
	Dining room	0
	Entry / hallway	0
	Bedroom	0
	Bathroom	0
	Garage	0
	Outdoors	0
	Closet	0
	Office	0
	Other / Don't know location	0

		<i>(n=0)</i>	<i>Percent of Respondents*</i>
HAL72W5. What type of bulb did the CFL replace? 72 watt halogen bulb 2 packs	Replaced incandescent bulbs	0	0%
	Replaced other halogens	0	0%
	Replaced CFLs	0	0%
	Don't know	0	0%
	Other	0	0%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

		<i>(n=0)</i>	<i>Percent of Respondents*</i>
HAL72W5a. Were the incandescent bulbs still operating when you removed them or where they burnt out? 72 watt halogen bulb 2 packs	Sill operating	0	0%
	Burnt out	0	0%
	Don't know	0	0%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

	<i>Total Count</i>
HALOGEN1. How many of the halogen bulb of unknown type did you purchase?"	0
HALOGEN2. How many of the halogen bulb of unknown type did you install?"	6
HALOGEN3. How many do you expect to install in the next month?"	0

HALOGEN4. For the bulbs that you have installed, where did you install these bulbs? halogen bulb of unknown type	<i>Location</i>	<i>Total Count</i>
	Living room	3
	Kitchen	0
	Family room / den	0
	Dining room	0
	Entry / hallway	0
	Bedroom	0
	Bathroom	0
	Garage	0
	Outdoors	3
	Closet	0
	Office	0
	Other / Don't know location	0

HALOGEN5. What type of bulb did the CFL replace? halogen bulb of unknown type		<i>(n=1)</i>	<i>Percent of Respondents*</i>
	Replaced incandescent bulbs	1	100%
	Replaced other halogens	0	0%
	Replaced CFLs	0	0%
	Don't know	0	0%
	Other	0	0%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

HALOGEN5a. Were the incandescent bulbs still operating when you removed them or where they burnt out? halogen bulb of unknown type		<i>(n=1)</i>	<i>Percent of Respondents*</i>
	Sill operating	0	0%
	Burnt out	1	100%
	Don't know	0	0%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

HOLSTRND1. How many of the LED light strands did you purchase?"	<i>Total Count</i>
	27

HOLSTRND2. Did the holiday LED light strands replace any other light strands that you would have used instead?		<i>(n=11)</i>	<i>Percent of Respondents</i>
	Yes	8	73%
	No	3	27%
	Don't know	0	0%

		(n=8)	Percent of Respondents*
HOLSTRND2a. What kind of light strands did they replace?	Incandescent holiday lights	3	38%
	LED holiday lights	1	13%
	Don't know	1	13%
	Other	3	38%

*Since respondents were able to select more than one response, the sum of the percentages in the table above can exceed 100%.

		(n=11)	Percent of Respondents
HOLSTRND3. When are the holiday light strands in use?	Only during the holidays	8	73%
	Year round	2	18%
	Other	1	9%

		(n=11)	Percent of Respondents
HOLSTRND4. How many hours per day are the holiday lights turned on?	All night	1	9%
	24 hours a day	1	9%
	A few hours a night	8	73%
	Other	1	9%
	Don't know	0	0%

HOLSTRND4a. How many hours per day are the holiday lights turned on?	Average Number of Hours (n=10)
	2.7

DSKLMP1. How many of the desk lamps did you purchase?"	Total Count
	4

DSKLMP2. How many hours are the desk lamps on each day?	Average Number of Hours (n=3)
	7.7

SOCKET1. How many of the conserve sockets did you purchase?" SOCKET2. How many of the conserve sockets are in use?"	Total Count
	0
	0

SOCKET4. Before you purchased the socket, how many hours a day was the device that is now connected to the socket plugged in / turned on?	<i>Average Number of Hours (n=0)</i>
	0

SOCKET5. Now that the device is plugged into the socket, how many hours a day is the socket supplying power to the device?	<i>Average Number of Hours (n=0)</i>
	0

NGHTLGHT1. How many of the LED nightlights did you purchase?" NGHTLGHT2. How many of the LED nightlights are in use?"	<i>Total Count</i>
	31
	24

NGHTLGHT3. Did the LED nightlights replace other nightlights?		<i>(n=14)</i>	<i>Percent of Respondents</i>
	Yes	12	86%
	No	2	14%
	Don't know	0	0%

NGHTLGHT3a. What kind of nightlights did they replace?		<i>(n=12)</i>	<i>Percent of Respondents*</i>
	Incandescent nightlight	7	58%
	LED nightlight	1	8%
	Don't know	2	17%
	Other	3	25%