Evaluation of Illinois Energy Now K-12 Energy Efficiency Program

June 2014 through May 2015

Prepared for:
Illinois Department of Commerce & 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 & Economic Opportunity (hereinafter referred to as the "Department of Commerce") K-12 Energy Efficiency Program implemented in Illinois during electric program year seven (EPY7), from June 2014 through May 2015. The K-12 Energy Efficiency 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), ENERGY STAR qualified LED's, 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 K-12 Energy Efficiency Program primarily achieves energy savings through the sale of energy efficient products. In total, the program sold 3,232 energy efficient bulbs and products during EPY7. Table ES-1 shows the total number of energy efficient products sold.

Table ES-1 Measures Sold

Program	*Total Number of Measures Sold*
K-12 Energy Efficiency Program	3,232

The gross and net ex post electric savings for the K-12 Energy Efficiency Program during EPY7 are summarized in Table ES-2. Annual gross ex post energy savings are 73,432 kWh.

Table ES-2 Summary of Gross and Net kWh Savings for K-12 Energy Efficiency Program

Utility	*Ex Ante kWh Savings*	*Gross Ex Post kWh Savings*	*Gross Realization Rate*	*Net Ex Post kWh Savings*	*Net-to-Gross Ratio*
Ameren	51,359	43,117	84%	36,032	84%
ComEd	36,285	30,315	84%	25,334	84%
Total	87,644	73,432	84%	61,367	84%

Gross and net ex post peak kW savings are displayed in Table ES-3. The net ex post peak electric savings for EPY7 are 6.80 kW.

Table ES-3 Summary of Gross and Net Peak kW Savings for K-12 Energy Efficiency Program

Utility	*Ex Ante kW Savings*	*Gross Ex Post kW Savings*	*Gross Realization Rate*	*Net Ex Post kW Savings*	*Net-to-Gross Ratio*
Ameren	-	4.04	-	3.28	81%
ComEd	-	2.76	-	2.24	81%
Total	-	6.80	-	5.52	81%

Variances between ex ante and ex post gross savings estimates are attributable to differences in base wattages and installation rates used in calculations ex ante versus ex post. In service rate differences accounted for the majority of the difference. The Illinois Statewide Technical Reference Manual Version 3.0 and the 2014 Pennsylvania Technical Reference Manual were referenced for savings algorithms and algorithm inputs.

In addition to measuring gross and net energy savings, ADM examined the program's operations and delivery as part of a process evaluation.

The following presents a selection of key findings from EPY7:

- The number of fundraisers held and presentations delivered declined significantly from prior years due to the delayed program start As a result, gross kWh savings decreased by approximately 80% from EPY6. The amount of measures sold decreased from 12,558 to 3,232. EPY7 is the second consecutive year that program fundraising activity decreased.
- Data collection on product purchasers is greatly improved from prior program years. ADM received data for all products sold through the program. Future improvements in data collected on product purchasers would include ensuring that the data collected is complete. A large number of the records in the data provide were missing contact information.
- A number of changes were made to program operations during the program year including a change in the implementation team, a scaled down list of products sold through the program, and changes to program outreach and educational materials. Program staff indicated that these changes have been beneficial for the program.
- A sizable share of the contacts in the program data purchased a relatively large number of CFLs. specifically, 30% of CFL purchasers purchased 10 or more light bulbs.
- Product purchasers remain satisfied with the program. Eighty-Five percent rated their satisfaction as 7 or higher on a 10 point scale.

The following recommendations are offered in the interest of the continued development of the K-12 Energy Efficiency Program.

- Consider limiting the number of products a single participant can purchase. A limit to the number of products participants may purchase may improve the first-year in-service rate.
- Continue to promote the online store ordering process. This program improvement presents an opportunity to improve program efficiency by reducing paperwork and data entry.
- Because the response rate was relatively low for the survey, program staff should consider informing purchasers that they will be contacted for a survey and emphasizing the importance of the survey responses to the program.

1. Introduction

This report presents the results of the impact and process evaluation of Illinois's K-12 Energy Efficiency Program offered by the Department of Commerce. This report presents results for K-12 Energy Efficiency Program activity during electric program year seven (EPY7), the period from June 2014 to May 2015.

1.1 Description of Program

K-12 Energy Efficiency 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, LEDs, LED strands and nightlights, and power strips. 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 K-12 Energy Efficiency 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, an online ordering system, and organized booth sales at school or community events. Products are also sold through permanent sales kiosks. Fundraiser prizes are awarded to participating students dependent on the pupil's age and the amount of energy efficient products sold. As a token of appreciation, each classroom at top performing schools are sent a book, tailored to the learning level and age-range of the class.

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 K-12 Energy Efficiency Program is funded by the Department of Commerce and is administered by the Midwest Energy Efficiency Alliance (MEEA) with assistance from their implementation partners CLEAResult and Resource Action Programs

A summary of program activities performed during the course of the program year is shown in Table 1-1. During the June 2014 through May 2015 period, 61 organizations participated in the K-12 Energy Efficiency Program. Although the majority of the participating organizations were schools, a few other types of organizations such as public libraries and the Museum of Science

and Industry also participated. In this period, 227 presentations were given, with attendance totaling 12,090 students and other target audiences.

Table 1-1 Summary of Activities Performed During Program Year

Program Activities	*Quantity Performed*
Participating schools and organization	61
Student's fundraising	209
Energy efficiency products sold	3,232
Fundraisers	12
Presentations	227
Attendance	12,090

Table 1-2 shows a breakdown of all 3,232 energy efficient products that were sold during the EPY7 program year.

Table 1-2 Total Number of Packages Sold and Measures Sold

Style	*Packages Sold*	*Measures Sold*
13 Watt Spiral CFL Bulb (4 Pack)	379	1,516
16 Watt Spiral CFL Bulb R30 Reflector CFL Flood Light (3 Pack)	64	192
23 Watt Spiral CFL Bulb (3 Pack)	197	591
Spiral CFL Bulb Sample Pack (13 Watt, 18 Watt, 23 Watt)	14	42
12 Watt LED BR30 Recessed Flood Light	18	18
11.5 Watt LED Light Bulb	11	11
11.5 Watt LED Light Bulb (2 Pack)	108	216
8 Watt LED Globe	18	18
10.5 Watt Philips Slim Style Bulb	73	73
.3 Watt White LED Nightlight (3 Pack)	111	333
.3 Watt Color Changing LED Nightlight (2 Pack)	86	172
5 Watt LED Holiday Lights (Warm White)	10	10
4.83 Watt LED Holiday Lights (Multicolor)	10	10
Tricklestar 7 Outlet Power Strip	30	30
Total	1,129	3,232

Overall, proceeds from the sale of Compact Fluorescent Lights bulbs, LED bulbs, LED holiday light strands, and energy efficient products totaled $4,165.18 for the EPY7 program year. These proceeds assisted children in raising much needed funds for their classroom or organization while providing a platform to educate others in their communities on the values and benefits of energy efficient products.

1.2 Overview of Evaluation Approach

The overall objective for the impact evaluation of the K-12 Energy Efficiency Program was to determine the gross and net ex post 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 K-12 Energy Efficiency Program for the period June 2014 through May 2015 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 questionnaire used for the survey of EPY7 participants in the program.
- Appendix B provides the results of the EPY7 survey of program participants.

2. Estimation of Gross Savings

This chapter addresses the estimation of gross ex post kWh savings and peak kW reductions resulting from measures installed in homes of participants that purchased the items under the K-12 Energy Efficiency Program during electric program year seven (EPY7), the period from June 2014 through May 2015. 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 K-12 Energy Efficiency Program is aimed at the following:

- Verifying the number of CFLs, LEDs, LED strands and nightlights, and power strips purchased and distributed as a result of the program;
- Determining the percentage of purchased bulbs, strands, power strips, and nightlights that are actually installed; and
- Estimating savings using algorithms, inputs found in the Illinois Statewide Technical Reference Manual (TRM) Version 3.0 and the 2014 Pennsylvania Technical Reference Manual (TRM) methodologies, and data collected in surveys.

2.1.1 Review of Documentation

The Department of Commerce'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 or 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 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 Review of Program Tracking Data and System

The EPY7 K-12 Energy Efficiency Program Year End Report indicated that 3,232 energy efficient measures were sold 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 K-12 Energy Efficiency Program during EPY7.

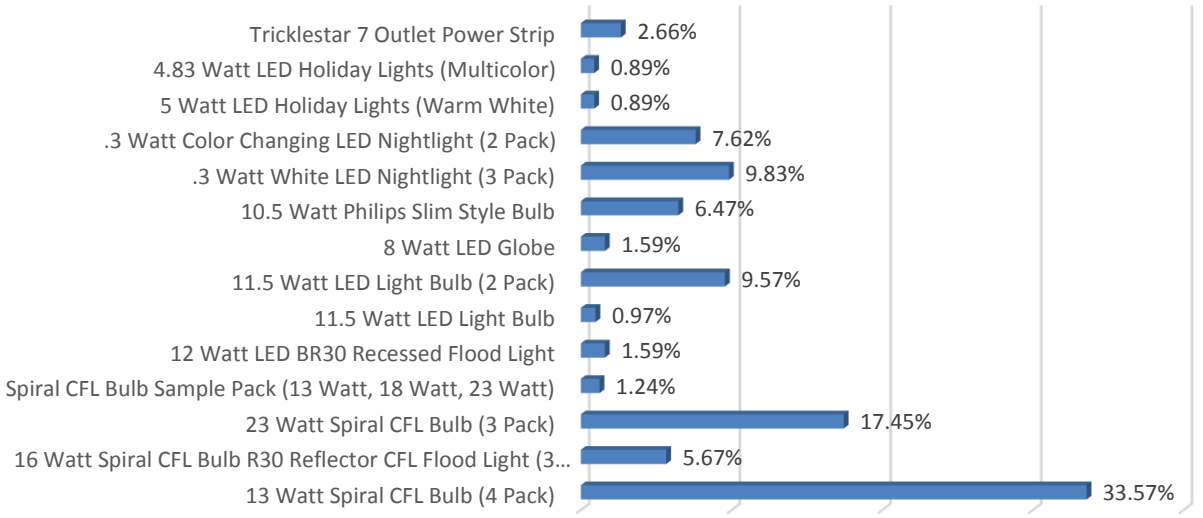

Figure 2-1 Summary of Packages Sold

2.1.3 Analytic Desk Review

ADM evaluation staff reviewed the energy savings algorithms to verify that the assumptions were reasonable and the algorithms were 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) Version 3.0 and the 2014 Pennsylvania Technical Reference Manual (TRM) methodologies.

Where possible, ADM used methodology from the Illinois TRM to calculate energy savings. If the Illinois TRM lacked a section that corresponded to a measure sold through the program, the Pennsylvania TRM was referenced. This applied to holiday lights and LED nightlights. Table 2-1 presents the TRM and section that was referenced for energy savings calculations.

Table 2-1 Savings Methodologies

Style	*TRM*	*TRM Section*	*TRM Section Name*
13 Watt Spiral CFL Bulb (4 Pack)	Illinois	5.5.1	ENERGY STAR Compact Fluorecent Lamp (CFL)
16 Watt Spiral CFL Bulb R30 Reflector CFL Flood Light (3 Pack)	Illinois	5.5.2	ENERGY STAR Specialty Compact Fluoresent Lamp (CFL)
23 Watt Spiral CFL Bulb (3 Pack)	Illinois	5.5.1	ENERGY STAR Compact Fluorecent Lamp (CFL)
Spiral CFL Bulb Sample Pack (13 Watt, 18 Watt, 23 Watt)	Illinois	5.5.1	ENERGY STAR Compact Fluorecent Lamp (CFL)
12 Watt LED BR30 Recessed Flood Light	Illinois	5.5.6	LED Downlights
11.5 Watt LED Light Bulb	Illinois	5.5.8	LED Screw Based Omnidirectional Bulbs
11.5 Watt LED Light Bulb (2 Pack)	Illinois	5.5.8	LED Screw Based Omnidirectional Bulbs
8 Watt LED Globe	Illinois	5.5.8	LED Screw Based Omnidirectional Bulbs
10.5 Watt Philips Slim Style Bulb	Illinois	5.5.8	LED Screw Based Omnidirectional Bulbs
.3 Watt White LED Nightlight (3 Pack)	Pennsylvania	2.70	LED Nightlight
.3 Watt Color Changing LED Nightlight (2 Pack)	Pennsylvania	2.70	LED Nightlight
5 Watt LED Holiday Lights (Warm White)	Pennsylvania	2.36	Holiday Lights
4.83 Watt LED Holiday Lights (Multicolor)	Pennsylvania	2.36	Holiday Lights
Tricklestar 7 Outlet Power Strip	Illinois	5.2.1	Smart Strip

Table 2-2 displays inputs and their sources for both annual and lifetime gross savings methodologies.

Table 2-2 Savings Methodology Inputs and Sources

Input	*Source*
Baseline Wattage	Illinois TRM / Pennsylvania TRM
Efficient Wattage	Program tracking data
Hours of Operation	Illinois TRM / Pennsylvania TRM
In Service Rate	Telephone follow-up surveys with product purchasers / TRMs
Quantities	Program tracking data
Waste Heat Factors	Illinois TRM / Pennsylvania TRM
Expected Useful Life	Illinois TRM / Pennsylvania TRM
Deemed Savings[1]	Illinois TRM

2.1.4 Data Collection

EPY7 program participants were surveyed by telephone. The sample was developed from data reported in the program-tracking database. Data were reviewed for missing or incomplete information. The tracking data contained phone numbers for 339 product purchasers. Of these, 134 were missing telephone numbers. Additionally, two of the telephone numbers in the records were associated 29 unique contacts and were dropped from the sample frame. Six contacts shared a telephone number with another contact. In these cases one contact was selected at random for an interview. In total, the final sample frame was comprised of 174 product purchasers.

Six contact attempts were made for each respondent. The final response rate was 18% and the final cooperation rate was 46%. The telephone survey collected data to estimate in-service rates and program net savings.

Table 2-3 Final Survey Dispositions, Response Rate, and Cooperation Rate.

	Percent of Contacts
Interview	
Complete	15%
Partial	0%
Eligible, non-interview	47%
Unknown eligibility, non-interview	24%
Not eligible	14%
Response Rate	18%
Cooperation Rate	46%

**AAPOR Cooperation Rate 3 and Response Rate 3 were used for the purpose of calculating response and cooperation rates.*

2.1.4.1. In Service Rate

Due to the low final response rate of the EPY7 survey, ADM evaluation staff pooled in service rate (ISR) responses from EPY7 and previous program years where surveys were conducted

[1] Only the Tricklestar 7 Outlet Power Strip had a deemed energy savings.

(EPY6 and EPY4). Table 2-4 displays in service rates employed in this year's annual gross savings calculation.

Table 2-4 EPY7/GPY4 Annual In Service Rates

Product Type	*ISR*
Nightlights	62%
Screw-Based Lighting	66%

2.2 Gross Ex Post Savings Estimation

Table 2-5 displays the gross ex post electricity savings for the period June 2014 through May 2015. Overall, the achieved gross savings of 73,432 kWh are equal to 84% of the expected savings.

Table 2-5 Ex Ante and Gross Ex Post kWh Savings for K-12 Energy Efficiency Program

Utility	*Ex Ante kWh Savings*	*Gross Ex Post kWh Savings*	*Gross Realization Rate*
Ameren	51,359	43,117	84%
ComEd	36,285	30,315	84%
Total	87,644	73,432	84%

The gross ex post peak kW reductions of the K-12 Energy Efficiency Program for the period June 2014 through May 2015 are shown in Table 2-6. The achieved gross peak demand savings for the program are 6.8 kW.

Table 2-6 Ex Ante and Gross Ex Post Peak kW Savings for K-12 Energy Efficiency Program

Utility	*Ex Ante kW Savings*	*Gross Ex Post kW Savings*	*Gross Realization Rate*
Ameren	-	4.04	-
ComEd	-	2.76	-
Total	-	6.80	-

2.2.1 Realization Rate

The realization rate for EPY7 for the K-12 Energy Efficiency Program is 84%. The majority of the discrepancy ex ante versus ex post is due to differing in service rates. Differences were also found in some of the baseline wattages used in savings algorithms, but these had a small impact on the discrepancy in savings.

2.2.2 Gross Lifetime Savings

The Illinois TRM and the Pennsylvania Technical Reference Manual California were referenced for expected useful life and lifetime installation rates for measures sold through the program. Lifetime savings for EPY7 were 535,551 kWh.

3. Estimation of Net Savings

This chapter reports the results of estimates for the net impacts of the K-12 Energy Efficiency Program during the period June 2014 through May 2015, 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 are defined as the portion of gross savings that can be attributed to the effects of the program. The savings attributed to the program are comprised of two components, the program gross savings less any free ridership effects and spillover effects.

Free riders of a program are defined as those participants that would have implemented the same energy efficiency measures and achieved the observed energy changes, even in the absence of the program. 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 (net) impacts. Without an adjustment for free ridership, some savings that would have occurred naturally would be incorrectly attributed to the program.

Spillover effects occur when energy savings accrue that are not included in program gross energy savings but are attributable to the program. That is, participant spillover savings result from program induced measures implemented outside of the program.

ADM performed a net savings analysis to estimate the impacts of the energy efficiency measures attributable to the K-12 Energy Efficiency Program that were net of free ridership and inclusive of participant spillover using a self-report methodology. Information on the program's impact on the participants' decision making was collected from a sample of program participants through a product purchaser survey. Appendix A provides a copy of the survey instrument. The following sections describe the procedures used to estimate net savings.

3.1.1 Free-Ridership

Two component scores to estimate the likelihood that a participant would have purchased the measures in the absence of the program were calculated to estimate free ridership. These scores were developed from responses to a survey of product purchasers. Product purchasers provided answers to questions about the program's influence on purchases of specific types of measures. In some cases respondents had purchased several types of measures through the program. To limit the overall survey length, these respondents were only asked about the program's influence on the purchase of two randomly selected types of measures.

To develop the Program Influence Score, respondents were asked to rate how influential each of three factors was to the decision to purchase the measure(s) using a 0-10 scale. The three factors rated by participants were:

- Helping to raise funds for the <ORGANIZATION>;
- Supporting the person selling the <MEASURE>; and
- Information provided about the energy efficiency or other benefits of the <MEASURE>.

The Program Influence Score is calculated as [10 - the highest rating] / 10.

The No-Program Score was developed from responses to questions about the number of measures the participant would have purchased in the next 12 months, had they not purchased them through the program. Respondents also rated the likelihood that they would have purchased those measures had they not purchased them through program using a 0 – 10 scale. The No Program Score is equal to [Percent would have Purchased * Likelihood of Purchase],

Where,

> Percent would have Purchased = Number would have purchased in a year if they had not participated / quantity purchased through program
>
> Likelihood = Likelihood of having purchased that quantity /10

An overall free ridership score is calculated by averaging these two component scores.

3.1.2 Participant Spillover

To assess whether or not spillover savings were associated with program participants, survey respondents were asked questions about additional purchases of measures similar to those sold through the K-12 Energy Efficiency Program.

Respondents who made additional purchases were asked two questions about the program's influence on the purchase:

- Using a scale where 0 means "not at all important" and 10 means "extremely important," how important was your experience with the [PROGRAM] in your decision to purchase the [MEASURE] from a retailer?
- Using a scale where 0 means "not at all likely" and 10 means "extremely likely," how likely is that you would have purchased the [MEASURE] from a retailer had you not participated in the [PROGRAM]?

Based on responses to these two questions, a program attribution score is calculated as follows:

> (Rating of Program Importance + (10 – Likelihood of Purchasing without Participation)) / 2

Savings are considered attributable to the program if the program attribution score is 8 or greater.

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 K-12 Energy Efficiency Program for EPY7.

Respondent free ridership scores were weighted by ex post gross energy savings (kWh) for each respondent to calculate program level free ridership.

None of the survey respondents indicated purchasing and installing measures that qualified as program spillover.

3.2.1 Net Ex Post kWh Savings

The data used to assign free ridership scores were taken from the EPY7 evaluation which surveyed 26 participants who purchased lighting measures through the program during the period June 2014 through May 2015. One participant's response was dropped because the respondent provided a "Don't know" response to a key program attribution question. Consequently, the effective sample size is 25.

The ex post energy savings of the K-12 Energy Efficiency Program during the period June 2014 through May 2015 are summarized in Table 3-1. During this period, ex post net energy savings totaled 61,367 kWh. The net-to-gross ratio is 84%.

Table 3-1 Summary of Net kWh Savings

Utility	*Ex Ante kWh Savings*	*Gross Ex Post kWh Savings*	*Gross Realization Rate*	*Net Ex Post kWh Savings*	*Net-to-Gross Ratio*
Ameren	51,359	43,117	84%	36,032	84%
ComEd	36,285	30,315	84%	25,334	84%
Total	87,644	73,432	84%	61,367	84%

3.2.2 Net Ex Post Peak kW Savings

The net ex post peak kW reductions of the K-12 Energy Efficiency Program during the period June 2014 through May 2015 is summarized in Table 3-2. The achieved net peak demand reductions are 5.52 kW.

Table 3-2 Summary of Net Peak kW Savings

Utility	*Ex Ante kW Savings*	*Gross Ex Post kW Savings*	*Gross Realization Rate*	*Net Ex Post kW Savings*	*Net-to-Gross Ratio*
Ameren	-	4.04	-	3.28	81%
ComEd	-	2.76	-	2.24	81%
Total	-	6.80	-	5.52	81%

4. Process Evaluation

This chapter presents the results of the process evaluation for the K-12 Energy Efficiency 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 program participants.

The chapter begins with a discussion of the overall progress of the program. This chapter also presents strategic planning and process recommendations, and highlights key findings from the interviews of program staff and participants. The information in this chapter provides insight into participant decision making behaviors, and identifies any key issues that may be addressed for future program years. 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

This process evaluation was designed to document the operations and delivery of the K-12 Energy Efficiency Program during the period of June 2014 to May 2015 (EPY7).

Key research questions to be addressed by this evaluation of (EPY7) activity include:

- Were changes made to the design or delivery of the K-12 Energy Efficiency Program?
- Did the K-12 Energy Efficiency Program promote the benefits of energy efficiency?
- Were program participants satisfied with the products purchased and their experience with the program?

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

4.2 Summary of Primary Data Collection

- **Participant Surveys:** Surveys of participants who purchased products through the program are the primary data source for many components of this process evaluation, and serve as the foundation for understanding the participants' perspective. The participant surveys provide feedback and insight regarding their experiences with the K-12 Energy Efficiency Program. Respondents report on their satisfaction with the program, detail their motivations and the factors affecting their decision making process, and provide information on how the program affected their awareness of the energy saving products. In total, 26 EPY7 product purchasers completed the survey.

- **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 and reporting developed by program staff.

4.3 Summary of Conclusions and Recommendations

The following presents a selection of key process findings from EPY7:

- Data collection on product purchasers is greatly improved from prior program years. ADM received data for all products sold through the program. Future improvements in data collected on product purchasers would include ensuring that the data collected is complete. A large number of the records in the data provide were missing contact information.
- A number of changes were made to program operations during the program year including a change in the implementation team, a scaled down list of products sold through the program, and changes to program outreach and educational materials. Program staff indicated that these changes have been beneficial for the program.
- The number of fundraisers held and presentations delivered declined significantly from prior years due to the delayed program start. As a result the savings attributable to the products sold declined substantially from prior years.
- A sizable share of the contacts in the program data purchased a relatively large number of CFLs. specifically, 30% of CFL purchasers purchased 10 or more light bulbs.
- Product purchasers remain satisfied with the program. Eighty-Five percent rated their satisfaction as 7 or higher on a 10 point scale.

The following recommendations are offered in the interest of the continued development of the K-12 Energy Efficiency Program.

- Consider limiting the number of products a single participant can purchase. A limit to the number of products participants may purchase may improve the first-year in-service rate.
- Continue to promote the online store ordering process. This program improvement presents an opportunity to improve program efficiency by reducing paperwork and data entry.
- Because the response rate was relatively low for the survey, program staff should consider informing purchasers that they will be contacted for a survey and emphasizing the importance of the survey responses to the program.

4.4 K-12 Energy Efficiency Program Activities

The 2014-2015 program year was the eleventh year the K-12 Energy Efficiency Program had operated. The intent of the program is to increase energy efficiency through education and increased awareness of energy efficient technologies among students and their families who

attend participating schools or are members of other participating organizations. The K-12 Energy Efficiency Program is funded by the Department of Commerce and administered by the Midwest Energy Efficiency Alliance (MEEA) with assistance from their implementation partners CLEAResult and Resource Action Programs.

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 allow for 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 product with the assumption that purchasers will use these technologies in place of less efficient options. The price of the products is bought down with EEPS funds, which allows students to sell the efficient products at or below market value and generate a 50% profit for the school.

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

- 61 schools and organizations participated in the program;
- 12 fundraisers were held;
- 209 students participated in fundraising activities;
- 227 presentations with a total attendance of 11,131 students; and
- 3,232 products were sold or distributed.

Additional detail on these key program activities is discussed below.

4.4.1 Changes to Program Materials

Program staff made a number of changes to the program materials during EPY7. These changes include:

- New educational materials;
- Updates to promotional material with Illinois Energy Now branding; and
- Development of online ordering store.

4.4.2 Contests

The program holds a variety of contests to increase interest in the K-12 Energy Efficiency Program and to engage youths in energy efficiency and environmental issues. The program received 36 entries for its poetry contest, 56 entries for its poster contest, and three entries for its video contest.

4.4.3 Outreach Efforts

The K-12 Energy Efficiency Program sought participation from new schools and other organizations. Outreach activities included promoting the program with science teachers in Illinois using a list of teachers purchased by the program. Program staff also attended the following outreach and marketing events to promote the program and energy efficiency:

- November 15, 2014: Methodist Family Child Care Center Holiday Bazaar
- November 21 and November 22, 2014: IASB/IASA/IASBO Joint Annual Conference
- March 24, 2015: Growing Diversity Speed-Networking with Teachers event at the Peggy Notebaert Nature Museum
- April 18, 2015 to April 25, 2015: Museum of Science and Industry's Money Smart Week
- April 18, 2015: Kent Fuller Air Station Prairie
- April 18, 2015: Brookfield Zoo Earth Day event
- May 9, 2015: Switch on Summer with ComEd at Buckingham Fountain November 8-9 Illinois Council for Exceptional Children, Lisle

The number of outreach events declined from the previous year because the program's launch was delayed while materials were approved and a new implementation team was set up.

4.4.4 Number of Products Purchased by Participants

Figure 4-1 displays the number of products purchased by program participants. As shown, there are number of instances where customers are purchasing large quantities of the products purchased, particularly for CFLs. While some of the high counts of products purchase may be the result of teachers submitting orders for an entire class, there appear to be several participants who purchased a large number of products and this may have negatively impacted the in-service rate for the program. Specifically, 30% of the CFLs purchasers purchased 10 or more CFLs.[2]

[2] Total products purchases were developed by aggregating purchases by the product purchaser's full name.

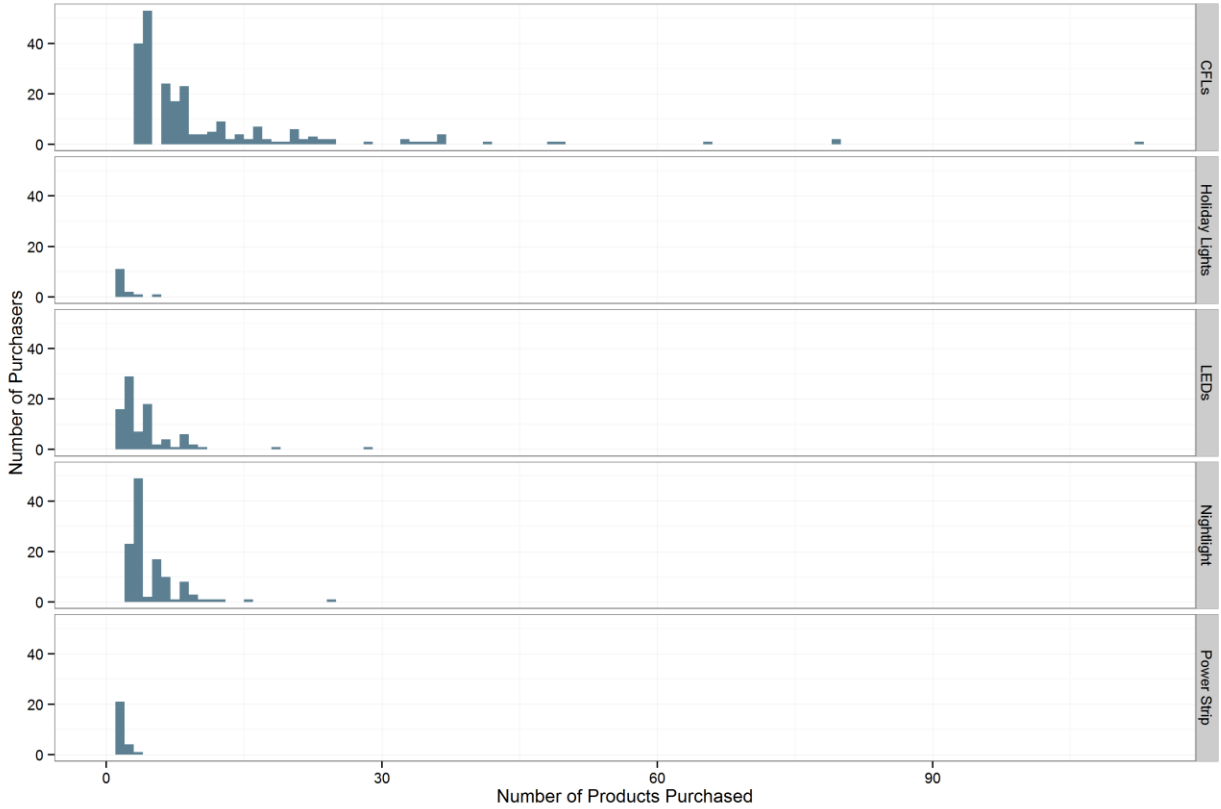

Figure 4-1 Number of Products Purchased by Participants by Product Type

4.5 Participant Outcomes

A telephone survey was conducted to collect information about the opinions of the K-12 Energy Education Program participants who purchased energy efficient products through the fundraising activity. Respondents purchased a variety of equipment through the program including CFL light bulbs, LED light bulbs, and LED nightlights. In total, 26 product purchasers completed the survey.

4.5.1 How Participants Learn about the Program

Participants who purchased products through the K-12 Energy Efficiency Program provided information on how they heard about the program. Nineteen percent of respondents stated that a neighbor, friend, or coworker told them about the program. An additional 12% reported that they became aware from the school participating in the program. Participants were then asked more specifically if among the ways they first learned about the program was through the student selling the products. Their responses are shown in Table 4-1. The majority of participants (85%) learned of the program through a student selling the products.

Table 4-1 How Participants Learned of the K-12 Energy Efficiency Program

	Response	*(n=26)*	*Percent of Respondents*
Did you first learn of K-12 Energy Efficiency program fundraiser from the person who sold you the energy efficient products?	Yes	22	85%
	No	2	8%
	Don't Know	1	4%
	Refused	1	4%

Nearly all participants (96%) who responded to the survey reported that they knew the student who sold the product to them. The participant's relationship to the student selling the product is shown in Table 4-2. The majority of participants (60%) reported that the student was a family member. Additionally, 28% of respondents stated that the student was the child of a friend. One responded that they were a family friend, one was sold the products through the student's teacher, and the third respondent stated that he or she purchased the product themselves.

Table 4-2 Participant Relationship to Student Selling Product to Participants

	Response	*(n=25)*	*Percent of Respondents*
What is this person's relationship to you?	A Relative Or Family Member	15	60%
	A Child Of A Friend Or Coworker	7	28%
	Family Friend	1	4%
	A Student's Teacher	1	4%
	Purchased the Products him or herself	1	4%

4.5.2 Product Purchasing Decisions

Survey respondents provided information on their reasons for purchasing the energy efficient products through the K-12 Energy Efficiency Program. Their responses are displayed in Table 4-3. The most frequently stated motivations to purchase the products were to support schools (50%), to support the student who sold the products (35%), and to save energy (27%).

Table 4-3 Reasons for Purchasing Products

	Response	*(n=26)*	*Percent of Respondents*
Why did you purchase these products?	To Support Schools	13	50%
	To Support The Person Who Sold The Product	9	35%
	To Reduce Energy Consumption	7	27%
	Needed light bulbs	4	15%
	Benefits other than energy efficiency	2	8%
	Don't Know	1	4%

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

Overall these responses demonstrate that the program is influencing the participants to purchase products that they might not otherwise have purchased by appealing to their altruistic motivations. Two of the three most frequently mentioned reasons participants purchased the products were to support schools or the student selling the product.

4.5.3 Program Participation Process

Participants were asked about their experience with ordering and receiving the energy efficient products purchased through the K-12 Energy Efficiency Program. Table 4-4 and Table 4-5 display survey respondents' answers to these questions. Almost all of the respondents (96%) reported that they did not have any problems with ordering the products through the program, and one respondent did not know. Most of the respondents (88%) reported that the products arrived in working condition. Three respondents did not know if the products arrived in working condition. Overall, the process of ordering and delivering the products appears to be working well.

Table 4-4 Experience with Purchase and Receipt of Products

	Response	*(n=26)*	*Percent of Respondents*
Did you have any problems ordering the energy efficient product(s) through the program?	Yes	0	0%
	No	25	96%
	Don't Know	1	4%
	Refused	0	0%

Table 4-5 Condition of Products

	Response	*(n=26)*	*Percent of Respondents*
Did the products you ordered arrive in working condition?	Yes	23	88%
	No	0	0%
	Don't Know	3	12%
	Refused	0	0%

4.5.4 Program Influence on Use and Awareness of Efficient Products

Survey respondents that had not installed CFL bulbs, LED bulbs, and/or smart power strips through the program were asked whether they were aware of these types of energy efficient equipment. The responses to these questions can be found in table Table 4-6. Responses to these questions indicate that respondents who did not install CFL or LED bulbs were generally aware of the measures with 78% of respondents aware of CFL bulbs, and 74% of respondents aware of LED bulbs. The majority of respondents who did not install smart power strips (58%) were not familiar with the measure.

Table 4-6 Awareness of Products Sold through Program

		Product Type		
	Response	*CFLs (n=9)*	*LEDs (n=19)*	*Smart Power Strips (n = 24)*
Before this call today, had you ever heard of…	Yes	78%	74%	38%
	No	22%	21%	58%
	Don't Know	0%	5%	4%
	Refused	78%	0%	0%

Survey respondents were asked whether or not the program increased their awareness of energy efficiency benefits of the products offered through the program. Respondents were asked to respond based on a 0 to 10 scale, where 0 meant “not at all”, and 10 meant “a great deal” Figure 4-2 displays the responses by product.

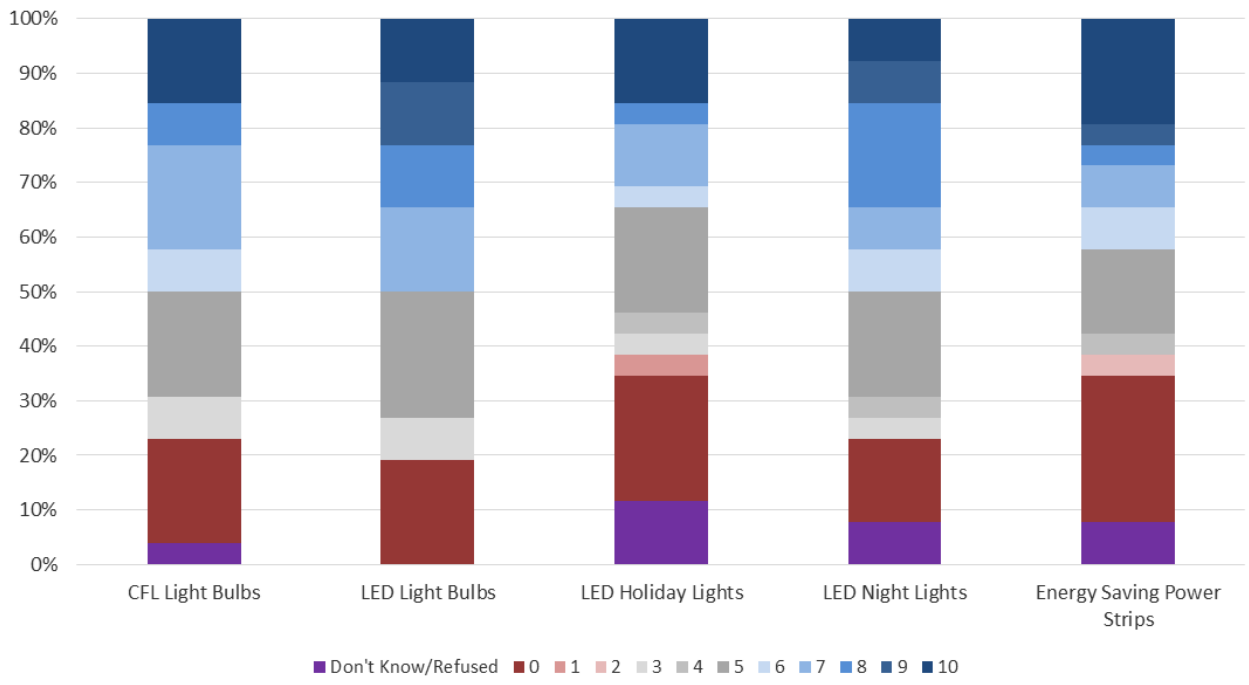

Figure 4-2 Program Effect on Awareness of Energy Efficiency

The responses to these questions were mixed and the average score response across all product types was 5.3. The average was low due to a significant minority of respondents stating that the program did not affect their awareness of energy efficiency measures. Most respondents (75%) rated the effect of the program on their awareness as 5 or above.

The responses to these two sets of questions indicate that program participants are generally aware of LED fixtures and CFL fixtures, and the program has some effect on participant awareness of energy efficient products. Participants are least likely to report awareness of smart power stripes and also less likely to report that the program affected their awareness of them as energy saving equipment.

4.5.5 Participant Satisfaction

Respondents rated their levels of satisfaction with selected aspects of the program on a scale of 0 to 10 where 1 was very dissatisfied and 10 was very satisfied. Figure 4-3 displays the results. Overall, satisfaction ratings were high, with few respondents indicating dissatisfaction. Eighty-five percent of respondents rated their overall satisfaction as eight or above, indicating that they were “satisfied” or “very satisfied” with their overall experience.

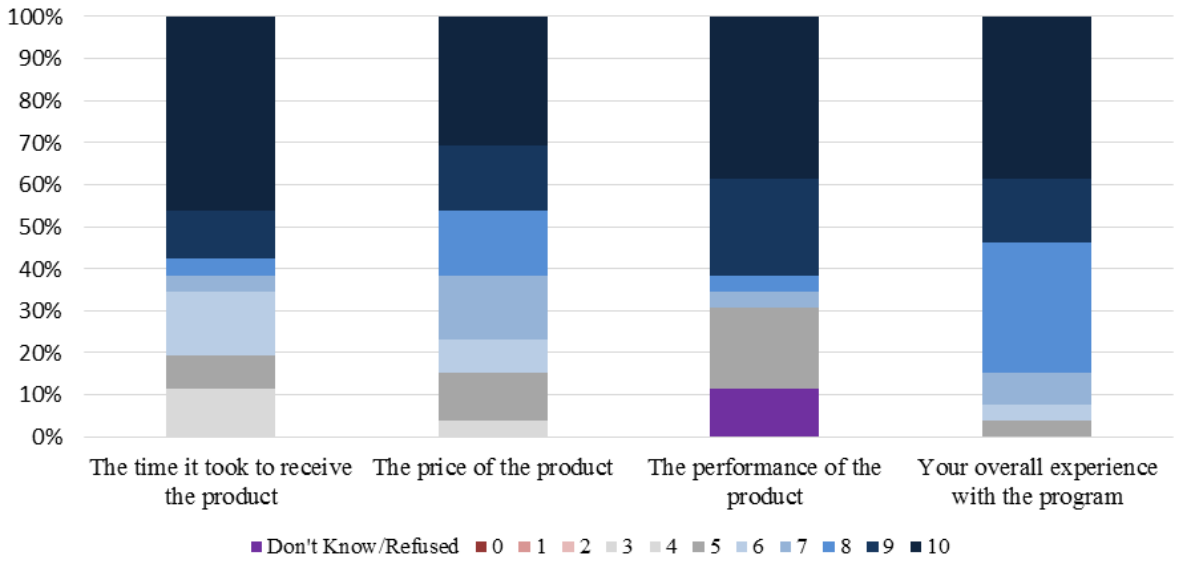

Figure 4-3 Participant Satisfaction with Selected Aspects of Program Experience

Although few participants reported dissatisfaction with the program, those participants who were dissatisfied with some aspect of the program or their overall experience were asked to elaborate on their reasons for dissatisfaction. The one respondent who was not satisfied with the time it took to receive the product explained that they thought three months was too long to process and receive the order. Because only one respondent was dissatisfied with the time it took to receive the product, this response appears to reflect an isolated incident rather than systematic problems with the program delivery.

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), the Department of Commerce's implementation partner.

In order to gather information regarding the operational efficiency and program delivery process for the K-12 Energy Efficiency 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 manager and program associates.

Respondents shared their perspectives on how the program changed since the prior program year and specific areas of program performance. Interview questions focused on the respondents' individual program roles, processes for promoting the program and changes to implementation procedures, as well as their perceptions of overall program strengths, weaknesses, and opportunities for the future.

4.6.1.1. Program Objectives

A key focus of the program is the education that is provided to students about energy saving technologies and the benefits of saving energy. The program provides information to students about energy efficiency through the presentation and through direct engagement in activities and contests. The fundraiser component of the program is important for two reasons: (1) it leads to claimable savings and (2) it engages students directly in promoting energy efficiency. Regarding the latter reason, staff stated a preference for this direct engagement to a more passive program such as a kit distribution program.

In terms of quantitative program goals, the program seeks to educate 20,000 students in Illinois and raise $40,000 for youth organizations during a program year. However, staff noted that these targets were likely aggressive for EPY7 for two reasons. First, school fundraising activity has declined nationally and similar declines have been seen for the K-12 Energy Education program in recent years. Second, the program implementation team changed during EPY7 and a number of program materials were revised; these changes delayed the program launch.

Other key success factors noted by staff included participation of a diverse range of schools from across the state and reaching students of different ages.

4.6.1.2. Change in Implementation Support

MEEA partnered with a new team to implement the K-12 Energy Efficiency program during EPY7. Staff selected CLEAResult and Resource Action Programs (RAP) to provide implementation services including order fulfillment, outreach strategy, program outreach and educational materials, assistance with energy savings calculations, and delivery of presentations to schools and other participating organizations. Presentations are delivered by two certified teachers hired by CLEAResult.

4.6.1.3. Program Outreach and Marketing

Teachers are the primary contacts targeted for program outreach. A school's participation is typically initiated by a teacher seeking to fundraise for a club, field trips, or new equipment. School administrators are involved in the schools participation when the school is hosting a school-wide fundraiser, but these fundraisers are typically initiated by a teacher.

Program activity is largely driven by past participants. Staff estimated that approximately 70% of participants have participated in a previous year. The program continued to use a monthly newsletter to past participants to keep them engaged in the program, however, the newsletter is now an online newsletter delivered by email. Staff monitor open-rates for the newsletter and stated that these rates have generally been high, suggesting that it is an effective tool for maintain past participants engagement. Additionally, staff also distributed a package of materials by postal mail to participants to encourage their continued participation in the program.

Recruitment of new participants primarily occurs through public outreach events. However, during EPY7, staff attempted a new tactic to recruit new participants. Specifically, staff purchased a contact list of science teachers in the state of Illinois and sent program information to the listed individuals. Staff noted that responsiveness was not as strong as with past participants but that it did provide a new channel for expanding participation.

4.6.1.1. Communications

MEEA works primarily with one grant manager at the Department of Commerce. Communications with the grant manager are on an as needed basis. MEEA also has frequent communications with other Department of Commerce staff as the part of their delivery of the K-12 Education Program and other programs. Staff assessed communication processes as effective.

MEEA has an internal weekly meeting to discuss reporting, program development and strategy. Bi-weekly, MEEA meets with RAP and CLEAResult to discuss program statistics and progress, as well as program develops ideas. During the program refresh period of July through December, MEEA and the CLEAResult/RAP team met on a weekly basis. The meeting is guided by a bi-weekly time and task document. Monthly a report is submitted by CLEAResult/RAP that summarizes current program activity.

Staff also participates in a bi-weekly Illinois Energy Now program meeting. This meeting is held by telephone and includes all of the primary Department of Commerce partners (MEEA, Energy Resources Center, the Smart Energy Design and Assistance Center), as well as Department of Commerce staff. During this call, staff discusses program updates and areas for potential collaboration.

4.6.1.2. Products Offered, Ordering Process, and Tracking Data

The program offered fewer products and included an enhanced focus on LED lighting. Staff felt that this was an enhancement to the program because there was a greater focus on newer technology. Products are offered at market value or below market value as in previous years. Table 4-7 displays the products offered and their sale price.

Table 4-7 Products Offered and Fundraiser Sale Price

Product	*Product Type*	*Incentivized Fundraiser Sale Price*
Spiral CFL Sample Pack	CFL	$6.50
13-Watt Spiral CFL 4-pack	CFL	$4.50
16-Watt R30 Reflector CFL 3-Pack Flood Light	CFL	$12.00
23-Watt Spiral CFL 3-pack	CFL	$5.75
12-Watt LED BR30 Recessed Flood Lighting	LED	$18.00
11.5-Watt 2 pack LED Light Bulb	LED	$15.00
11.5-Watt LED Light Bulb - single	LED	$8.00
8-Watt LED Globe	LED	$9.99
LED Slimstyle Light Bulb	LED	$8.00
White LED Night Light 3-pack	LED	$5.00
Color Changing LED Night Light 2-pack	LED	$6.00
Warm White LED Christmas Lights	LED	$14.00
Multi-color LED Christmas Lights	LED	$16.50
Tricklestar 7-plug Advanced Power Strip	Other	$18.00

Products can be ordered using paper forms similar to the forms used during past years. However, a new online ordering process was added. The new online store works similarly to other internet retail sites where participants add quantities of products to their shopping cart. During check out, participants have to enter a teacher personal identification number (PIN), student PIN, and zip code. The two PINs and zip code requirements ensure that the products are sold to individuals in the participating utility service territories. Additionally, the two PINs allow for better tracking of data. The new online ordering system offers the potential for improved efficiency of program delivery by eliminating the need to collect paper forms and enter data from them. However, relatively few of the purchases made during the year were made using the online order form. Tracking data provided by the program indicated that less than 5% of purchasers used the online system. Continued promotion of the use of the online presents an opportunity for increasing program efficiency.

All paper and online orders ship to the school. Teachers and/or students disseminate the products to the purchasers.

The number of products that can be purchased is not limited. However, implementation staff review the orders and have caught an incidence of an order where one large order was actually an order for an entire class.

Program savings are calculated using software which provides a spreadsheet. The software calculates savings using procedures and algorithms outlined in the Illinois Statewide TRM.

Overall, the program tracking data was considerably improved over prior years. The data on product purchasers was improved this year and included purchaser information for all products sold and more specific measure information than has been available in prior years.

Appendix A: Questionnaire for Decision Maker Survey

1. To begin with, I would like to check the information that we have on the products you purchased. Did you purchase…

   RECORD FOR EACH [1 = Yes, 2 = No, 98 = Don't know, 99 = Refused]
   a. [DISPLAY IF QUANTITY_CFL > 0] <CFL_QUANT_PACK>
   b. [DISPLAY IF QUANTITY_LED > 0] <LED_QUANT_PACK>
   c. [DISPLAY IF QUANTITY_NIGHTLIGHT > 0] < LED_NIGHTLIGHT_QUANT_PACK >
   d. [DISPLAY IF QUANTITY_POWERSTRIP > 0] <QUANTITY_POWERSTRIP> smart power strips
   e. [DISPLAY IF QUANTITY_HOLIDAYLIGHT > 0] <QUANTITY_HOLIDAYLIGHT> LED holiday lights

[THANK AND TERMINATE INTERVIEW IF ANY Q1 = 3 OR 4]
[DISPLAY Q2 IF ANY Q1 = 2]

2. Can you tell me which type of products and how many you purchased?
   1. RECORD NUMBER AND TYPE OF PRODUCTS PURCHASED
   98. (Don't know)
   99. (Refused)

[DISPLAY Q3 IF ANY Q1 = 2]

3. Thank you for that information. We will need to review our records before continuing with the survey. Thank you for your time. (TERMINATE INTERVIEW)

[AWARENESS AND PROGRAM FEEDBACK]

4. Thank you for that information. Now I would like to hear about your experience with the program. How did you first learn about the Lights for Learning program fundraiser?
   1. (From the organization raising the funds)
   2. (From a neighbor, friend, or coworker)
   3. (From the Lights for Learning website)
   4. (From a news story about the program)
   5. (From an advertisement for the program)
   6. (Received a brochure or flyer)
   7. (Other _____
   98. (Don't know)
   99. (Refused)

5. Did you first learn of Lights for Learning program fundraiser from the person who sold you the energy efficient products?
   1. Yes

2. No
98. (Don't know)
99. (Refused)

6. Did you know the person who was selling the products for the fundraiser?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q7 IF Q6 = 1]

7. What is this person's relationship to you? (Do not read list)
    1. A child of a friend or coworker
    2. A neighbor
    3. A relative or family member
    4. Other _____
    98. (Don't know)
    99. (Refused)

8. Did you have any problems ordering the energy efficient product(s) through the program?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q9 IF Q8 = 1]

9. What problems did you experience ordering the products?
    1. VERBATIM
    98. (Don't know)
    99. (Refused)

10. Did the products you ordered arrive in working condition?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q11 IF Q10 = 1]

11. What was wrong with the product?
    1. VERBATIM
    98. (Don't know)
    99. (Refused)

12. There may be a variety of reasons why you purchased the energy saving products through the Lights for Learning fundraiser. In your own words, can you tell me why you decided to purchase these products? (MULTI SELECT) (Do not read list)
    1. To support schools
    2. To support the person who sold the product
    3. To reduce energy consumption
    4. To replace broken product(s) already owned
    5. Other _____
    98. (Don't know)
    99. (Refused)

Now I'd like to ask you a few questions about your awareness of different types of products sold through the program.

[DISPLAY Q13 IF QUANTITY_CFL = 0]

13. Before this call today, had you ever heard of compact fluorescent light bulbs, or CFLs?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q14 IF Q13= 2]

14. Here is a quick description: The most common type of CFL is made with a glass type shaped like a spiral. It generally looks like a corkscrew and uses less energy than a typical light bulb.

[DISPLAY Q15 IF QUANTITY_LED = 0]

15. Before this call today, had you ever heard of light emitting diode bulbs, or LEDs?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q16 IF Q15= 2]

16. Here is a quick description: LED light bulbs are a newer light bulb technology that fit in regular light bulb sockets, but have various different appearances. They use less energy and last much longer than typical incandescent light bulbs.

[DISPLAY Q17 IF QUANTITY_POWERSTRIP = 0]

17. I also have a few questions about smart power strips. Before this call today, had you ever heard of smart power strips?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q18 IF Q17 = 2]

18. Here is a quick description: Smart power strips look similar to standard power strips but can turn power off to equipment plugged in to it, such as a DVD players, when another piece of equipment, such as a television, is turned off.

19. Using a scale where 0 means "not at all" and 10 means "a great deal", how much did the program increase your awareness of the energy saving benefits of each of the following products.

    RECORD FOR EACH [0 – 10, 98 = Don't know, 99 = Refused]
    a. CFL or Compact Fluorescent lights bulbs
    b. LED light bulbs
    c. LED holiday lights
    d. LED night lights
    e. Energy saving power strips

20. Using a scale where 0 means very dissatisfied and 10 means very satisfied, please tell me your level of satisfaction with each of the following aspects of the Lights for Learning program.

    RECORD FOR EACH [0 – 10, 98 = Don't know, 99 = Refused]
    a. [DISPLAY IF <ONLINE> =1] The online ordering process
    b. The time it took to receive the product(s)LED holiday lights
    c. The price of the product(s)
    d. The performance of the product(s)
    e. Your overall experience with the program

[DISPLAY Q21 IF ANY IN Q20 < 4]

21. What are the reasons for your dissatisfaction with the elements you just mentioned?
    1. VERBATIM
    98. (Don't know)
    99. (Refused)

[INSTALLATION AND FREE RIDERSHIP. LIMIT TOTAL MEASURES ASKED ABOUT TO TWO PER RESPONDENT]

[CFL INSTALLATION AND FREE RIDERSHIP]

[DISPLAY Q22 IF CFL_FR_VERI =1]

22. Before you purchased the CFL bulbs through the Lights for Learning program, did you have any CFL bulbs installed in your home?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q23 IF Q22 =1]

23. Before you purchased CFL bulbs through the Lights for Learning program, about what percent of the light bulbs installed in your home were CFLs?
    1. RECORD PERCENT
    98. (Don't know)
    99. (Refused)

[DISPLAY Q24 IF CFL_FR_VERI =1]

24. Now I would like to ask you about the CFLs that you purchased through the Lights for Learning program. Did the person who sold you the CFLs discuss with you or provide you with information about their energy efficiency or other benefits before you decided to purchase them?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q25 IF Q24 = 1]

25. Using a scale of 0 to 10 where 0 means "not at all influential" and 10 means "extremely influential", how influential was the information about the energy efficiency or other benefits of CFLs in your decision to buy the CFLs?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q26 IF CFL_FR_VERI =1]

26. Using a scale of 0 to 10 where 0 means "not at all influential" and 10 means "extremely influential", how influential was helping to raise funds for <ORGANIZATION> in your decision to buy the CFLs?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q27 IF CFL_FR_VERI =1]

27. Using a scale of 0 to 10 where 0 means "not at all influential" and 10 means "extremely influential", how influential was supporting the person selling the CFLs in your decision to buy the CFLs?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q28 IF CFL_FR_VERI =1]

28. According to our records, you bought <CFL_QUANT_PACK> CFLs through the Lights for Learning fundraiser. Had you not made that purchase through the fundraiser, in the next 12 months do you think you would have…
    1. Not purchased any CFLs
    2. [DISPLAY IF QUANTITY_CFL >1] Purchased fewer CFLs from a retailer
    3. Purchased the same number of CFLs from a retailer
    4. Purchased more CFLs from a retailer
    98. (Don't know)
    99. (Refused)

[DISPLAY Q29 IF Q28 = 2 OR Q28 = 4]

29. How many CFLs do you think you would have purchased from a retailer?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q30 if Q28 =2 OR Q28 =3 OR Q28 =4]

30. You indicated that within 12 months you would have <Q28 Response> had you not purchased them through the fundraiser. Using a scale of 0 to 10 where 0 means "not at all likely" and 10 means "extremely likely", how likely do you think you would have been to make that purchase?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q31 IF CFL_FR_VERI =1]

31. Now I would like to understand how the CFLs you purchased through the program are currently being used. Of the <QUANTITY_CFL> CFL light bulbs that you purchased through the Lights for Learning program how many of them are…
    (READ EACH RESPONSE A - G UNTIL TOTAL EQUALS <QUANTITY_CFL>)
    1. _____Number of CFLs installed
    98. (Don't know)
    99. (Refused)

a. Are installed now in your home
b. Are installed now in a business
c. Are being stored or saved
d. Were misplaced or forgotten
e. Were thrown away or discarded
f. Were given away to someone
g. Other (Specify)

[DISPLAY Q32 IF Q31c > 0]

32. How many do you plan to install in the next month?

[LED INSTALLATION AND FREE RIDERSHIP]

[DISPLAY Q33 IF LED_FR_VERI =1]

33. Before you purchased the LED bulbs through the Lights for Learning program, did you have any LED bulbs installed in your home?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q34 IF Q33 =1]

34. Before you purchased the LED bulbs through the Lights for Learning program, about what percent of the light bulbs installed in your home were LEDs?
    1. RECORD PERCENT
    98. (Don't know)
    99. (Refused)

[DISPLAY Q35 IF LED_FR_VERI =1]

35. Now I would like to ask you about the LEDs that you purchased through the Lights for Learning program. Did the person who sold you the LEDs discuss with you or provide you with information about their energy efficiency or other benefits before you decided to purchase them?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q36 IF Q35 = 1]

36. Using a scale of 0 to 10 where 0 means "not at all influential" and 10 means "extremely influential", how influential was the information about the energy efficiency or other benefits of LEDs in your decision to buy the LEDs?
    1. RECORD

98. (Don't know)
99. (Refused)

[DISPLAY Q37 IF LED_FR_VERI =1]

37. Using a scale of 0 to 10 where 0 means "not at all influential" and 10 means "extremely influential", how influential was helping to raise funds for <ORGANIZATION> in your decision to buy the LEDs?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q38 IF LED_FR_VERI =1]

38. Using a scale of 0 to 10 where 0 means "not at all influential" and 10 means "extremely influential", how influential was supporting the person selling the LEDs in your decision to buy the LEDs?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q39 IF LED_FR_VERI =1]

39. According to our records, you bought <LED_QUANT_PACK> LEDs through the Lights for Learning fundraiser. Had you not made that purchase through the fundraiser, in the next 12 months do you think you would have…
    1. Not purchased any LEDs
    2. [DISPLAY IF QUANTITY_LED >1] Purchased fewer LEDs from a retailer
    3. Purchased the same number of LEDs from a retailer
    4. Purchased more LEDs from a retailer
    98. (Don't know)
    99. (Refused)

[DISPLAY Q40 IF Q39 = 2 OR Q39 = 4]

40. How many LEDs do you think you would have purchased from a retailer?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q41 if Q39 =2 OR Q39 =3 OR Q39 =4]

41. You indicated that within 12 months you would have <Q39 Response> had you not purchased them through the fundraiser. Using a scale of 0 to 10 where 0 means not at all likely and 10 means extremely likely, how likely do you think you would have been to make that purchase?
    1. RECORD

98. (Don't know)
99. (Refused)

[DISPLAY Q42 IF LED_FR_VERI =1]

42. Now I would like to understand how the LEDs you purchased are being used. Of the <QUANTITY_LED> LED light bulbs that you purchased through the Lights for Learning program how many of them are…
(READ EACH RESPONSE A - G UNTIL TOTAL EQUALS <QUANTITY_CFL>)
    1. _____Number of LEDs installed
    98. (Don't know)
    99. (Refused)

    a. Are installed now in your home
    b. Are installed now in a business
    c. Are being stored or saved
    d. Were misplaced or forgotten
    e. Were thrown away or discarded
    f. Were given away to someone
    g. Other (Specify)

[DISPLAY Q43 IF Q42c > 0]

43. How many do you plan to install in the next month?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[LED HOLIDAY LIGHTS USE AND FREE RIDERSHIP]

[DISPLAY Q44 IF HOLIDAYLIGHT_FR_VERI =1]

44. Do you own any LED holiday night lights that were not purchased through the program?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q45 IF Q44 =1]

45. Not including the LED holiday lights you purchased through the Lights for Learning program, which of the following best describes the share of LED holiday lights that you own? Would you say…
    1. All of my holiday lights are LED
    2. Most of my holiday lights are LED
    3. Some of my holiday lights are LED
    4. A few of my holiday lights are LED

5. I don't own any LED holiday lights that were not purchased through the lights for learning program
98. (Don't know)
99. (Refused)

[DISPLAY Q46 IF HOLIDAYLIGHT_FR_VERI =1]

46. Now I would like to ask you about the LED holiday light strands that you purchased through the Lights for Learning program. Did the person who sold you the LED holiday light strands discuss with you or provide you with information about their energy efficiency or other benefits before you decided to purchase them?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q47 IF Q46 = 1]

47. Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was the information about the energy efficiency or other benefits of the LED holiday light strands in your decision to buy the strands?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q48 IF HOLIDAYLIGHT_FR_VERI =1]

48. Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was helping to raise funds for <Organization> in your decision to buy the LED holiday light strands?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q49 IF HOLIDAYLIGHT_FR_VERI =1]

49. Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was supporting the person selling the LEDs in your decision to buy the LED holiday light strands?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q50 IF HOLIDAYLIGHT_FR_VERI =1]

50. According to our records, you bought LED holiday light strands through the Lights for Learning fundraiser. Had you not made that purchase through the fundraiser, in the next 12 months do you think you would have…
    1. Not purchased any LED holiday lights
    2. Purchased fewer LED holiday lights from a retailer
    3. Purchased the same number of LED holiday lights from a retailer
    4. Purchased more LED holiday lights from a retailer
    98. (Don't know)
    99. (Refused)

[DISPLAY Q51 if Q50 = 2 OR Q50 = 3 OR Q50 = 4]

51. You indicated that within 12 months you would have <Q50 Response> had you not purchased them through the fundraiser. Using a scale of 0 to 10 where 0 means not at all likely and 10 means extremely likely, how likely do you think you would have been to make that purchase?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q52 if HOLIDAYLIGHT_FR_VERI =1]

52. Did the Holiday LED light strands replace any other working LED light strands or did the purchase add to the total number of light strands you own?
    1. Replaced light strands
    2. Added to the total number of light strands owned
    98. (Don't know)
    99. (Refused)

[DISPLAY Q53 IF Q52=1]

53. What type of holiday lighting strands did the LED holiday light strands replace?
    1. Replaced incandescent strands
    2. Replaced other LED strands
    3. Other: _____
    98. (Don't know)
    99. (Refused)

[NIGHT LIGHT INSTALLATION AND FREE RIDERSHIP]

[DISPLAY Q54 IF NIGHTLIGHT_FR_VERI =1]

54. Are you currently using any LED night lights in your home that were not purchased through the Lights for Learning program?
    1. Yes
    2. No
    98. (Don't know)

99. (Refused)

[DISPLAY Q55 IF Q54 =1]

55. Not including the LED night lights you purchased through the Lights for Learning program, how many LED night lights do you currently have installed in your home?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q56 IF NIGHTLIGHT_FR_VERI =1]

56. Now I would like to ask you about the LED night lights that you purchased through the Lights for Learning program. Did the person who sold you the LED night lights discuss with you or provide you with information about their energy efficiency or other benefits before you decided to purchase them?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q57 IF Q56 = 1]

57. Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was the information about the energy efficiency or other benefits of the LED night lights in your decision to buy the LED night lights?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q58 IF NIGHTLIGHT_FR_VERI =1]

58. Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was helping to raise funds for <ORGANIZATION> in your decision to buy the LED night lights?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q59 IF NIGHTLIGHT_FR_VERI =1]

59. Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was supporting the person selling the LEDs in your decision to buy the LED night lights?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q60 IF NIGHTLIGHT_FR_VERI =1]

60. According to our records, you bought < QUANTITY_NIGHTLIGHT > LED night lights through the Lights for Learning fundraiser. Had you not made that purchase through the fundraiser, in the next 12 months do you think you would have…
    1. Not purchased any LED Night Lights
    2. [DISPLAY IF QUANTITY_NIGHTLIGHT > 1] Purchased fewer LED night lights
    3. Purchased the same number of LED night lights from a retailer
    4. Purchased more LED night lights from a retailer
    98. (Don't know)
    99. (Refused)

[DISPLAY Q61 IF Q60 = 2 OR Q60 = 4]

61. How many LED night lights do you think you would have purchased from a retailer?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q62 if Q60 = 2 OR Q60 = 3 OR Q60 = 4]

62. You indicated that within 12 months you would have <Q60 Response> had you not purchased them through the fundraiser. Using a scale of 0 to 10 where 0 means not at all likely and 10 means extremely likely, how likely do you think you would have been to make that purchase?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q63 if NIGHTLIGHT_FR_VERI =1]

63. How many of the < NIGHTLIGHT_QUANTITY> LED night lights that you purchased through the program are currently plugged in?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q64 if Q63 Response < NIGHTLIGHT_QUANTITY]

64. How many do you plan on plugging in and using in the next month?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[POWER STRIP INSTALLATION AND FREE RIDERSHIP]

[DISPLAY Q65 IF POWERSTRIP_FR_VERI =1]

65. Have you ever bought energy saving smart power strips other than through the Lights for Learning program?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q66 IF Q65 RESPONSE =1]

66. Not including the smart power strips you purchased through the Lights for Learning program, how many smart power strips do you currently have installed in your home?
    1. ____
    98. (Don't know)
    99. (Refused)

[DISPLAY Q67 IF POWERSTRIP_FR_VERI =1]

67. Did the person who sold you the smart power strips discuss with you or provide you with how they could save energy or other benefits with you before you decided to purchase them?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q68 IF Q67 = 1]

68. Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was the information about the energy savings or other benefits of smart power strips in your decision to buy the smart power strips?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q69 IF POWERSTRIP_FR_VERI =1]

69. Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was helping to raise funds for <ORGANIZATION> in your decision to buy the smart power strips?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q70 IF POWERSTRIP_FR_VERI =1]

70. Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was supporting the person selling the smart power strips in your decision to buy the smart power strip?

1. RECORD
98. (Don't know)
99. (Refused)

[DISPLAY Q71 IF POWERSTRIP_FR_VERI =1]

71. According to our records, you bought < QUANTITY_POWERSTRIP > smart power strips through the Lights for Learning fundraiser. Had you not made that purchase through the fundraiser, in the next 12 months do you think you would say that you would have…
    1. Not purchased smart power strips
    2. [DISPLAY IF QUANTITY_POWERSTRIP >1] Purchased fewer smart power strips
    3. Purchased the same number of smart power strips from a retailer
    4. Purchased more smart power strips from a retailer
    98. (Don't know)
    99. (Refused)

[DISPLAY Q72 IF Q71 = 2 OR Q71 = 4]

72. How many smart power strips do you think you would have purchased from a retailer?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q73 if Q71 = 2 OR Q71 = 3 OR Q71 = 4]

73. You indicated that within 12 months you would have <Q71 Response> had you not purchased them through the fundraiser. Using a scale of 0 to 10 where 0 means not at all likely and 10 means extremely likely, how likely do you think you would have been to how likely do you think you would have been to make that purchase?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q74 IF POWERSTRIP_FR_VERI =1]

74. How many of the <QUANTITY_POWERSTRIP> smart power strips that you purchased through the Lights for Learning program are you currently using?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q75 IF Q74 < QUANTITY_POWERSTRIP]

75. How many do you plan to install in the next month?

1. RECORD
98. (Don't know)
99. (Refused)

[DISPLAY Q76 IF Q74 > 0]

76. Was the power strip installed where there had not been a power strip before, used to replace a regular power strip, or used to replace another smart power strip?
    1. Used where there had not been a power strip before
    2. Replaced a regular power strip
    3. Replaced another smart power strip
    4. Other: _____
    98. (Don't know)
    99. (Refused)

77. What type of equipment do you have attached to the smart power strip?
    1. Entertainment (TV, DVD)
    2. Computer/printers
    3. Other: _____
    98. (Don't know)
    99. (Refused)

[DISPLAY Q78 IF Q74 Response > 1]

78. Which of the following best describes how you are using the smart power strip? Would you say you are using it to…
    1. To shut off all attached equipment at night
    2. To shut off some of the attached equipment once a designated piece of equipment is turned off
    3. Just like a regular power strip
    4. Using it in some other way (Please specify)
    98. (Don't know)
    99. (Refused)

[SPILLOVER]

79. Since you bought the energy saving products through the Lights for Learning program, have you bought any of the following products from a retailer? [1 = Yes, 2 = No, 98 = Don't know, 99 = Refused]
    a. CFL light bulbs
    b. LED light bulbs
    c. LED holiday lights
    d. LED night lights
    e. Energy saving smart power strips

[DISPLAY Q80 IF Q79a = 1]

80. Did you pay the regular retail price for the CFLS you purchased from a retailer WITHOUT getting a discount such as a coupon or instant rebate?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q81 IF Q80 = 1]

81. How many of the CFLs that you purchased from a retailer since buying products through the Lights for Learning Program are currently installed in your home?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q82 IF Q80 = 1]

82. Using a scale where 0 means "not at all important" and 10 means "extremely important," how important was your experience with the Lights for Learning Program in your decision to purchase the CFLs from a retailer?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q83 IF Q80 = 1]

83. Using a scale where 0 means "not at all likely" and 10 means "extremely likely," how likely is that you would have purchased the CFLs from a retailer had you not participated in the Lights for Learning program?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q84 IF Q79b = 1]

84. Did you pay the regular retail price for the LED light bulbs you purchased from a retailer WITHOUT getting a discount such as a coupon or instant rebate?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q85 IF Q84 = 1]

85. How many of the LED light bulbs that you purchased from a retailer since buying products through the Lights for Learning Program are currently installed in your home?
    1. RECORD

98. (Don't know)
99. (Refused)

[DISPLAY Q86 IF Q84 = 1]

86. Using a scale where 0 means "not at all important" and 10 means "extremely important," how important was your experience with the Lights for Learning Program in your decision to purchase the LED light bulbs from a retailer?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q87 IF Q84 = 1]

87. Using a scale where 0 means "not at all likely" and 10 means "extremely likely," how likely is that you would have purchased the LED light bulbs from a retailer had you not participated in the Lights for Learning program?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q88 IF Q79c = 1]

88. Did you pay the regular retail price for the LED holiday lights you purchased from a retailer WITHOUT getting a discount such as a coupon or instant rebate?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q89 IF Q88 = 1]

89. How many LED holiday light strands did you purchase since buying products through the Lights for Learning Program?
    1. RECORD
    98. (Don't know)
    99. (Refused)

90. Did the Holiday LED Light Strands replace any other working LED light strands or did the purchase add to the total number of light strands you own?
    1. Replaced light strands
    2. Added to the total number of light strands owned
    98. (Don't know)
    99. (Refused)

[DISPLAY Q91 IF Q88 = 1]

91. What type of holiday lighting strands did the LED holiday lighting strands replace?

1. Replaced incandescent strands
2. Replaced other LED strands
3. Other: _____

98. (Don't know)
99. (Refused)

[DISPLAY Q92 IF Q88 = 1]

92. Using a scale where 0 means "not at all important" and 10 means "extremely important," how important was your experience with the Lights for Learning Program in your decision to purchase the LED holiday light strands from a retailer?
    1. RECORD

    98. (Don't know)
    99. (Refused)

[DISPLAY Q93 IF Q88 = 1]

93. Using a scale where 0 means "not at all likely" and 10 means "extremely likely," how likely is that you would have purchased the LED holiday light strands from a retailer had you not participated in the Lights for Learning program?
    1. RECORD

    98. (Don't know)
    99. (Refused)

[DISPLAY Q94 IF Q79d = 1]

94. Did you pay the regular retail price for the LED night lights you purchased from a retailer WITHOUT getting a discount such as a coupon or instant rebate?
    1. Yes
    2. No

    98. (Don't know)
    99. (Refused)

[DISPLAY Q95 IF Q94 = 1]

95. How many of the LED night lights you purchased through a retailer since buying products through the Lights for Learning Program are currently plugged in?
    1. RECORD

    98. (Don't know)
    99. (Refused)

[DISPLAY Q96 IF Q94 = 1]

96. Using a scale where 0 means "not at all important" and 10 means "extremely important," how important was your experience with the Lights for Learning Program in your decision to purchase the LED night lights from a retailer?
    1. RECORD

    98. (Don't know)

99. (Refused)

[DISPLAY Q97 IF Q94 = 1]

97. Using a scale where 0 means "not at all likely" and 10 means "extremely likely," how likely is that you would have purchased the LED night lights from a retailer had you not participated in the Lights for Learning program?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q98 IF Q79e = 1]

98. Did you pay the regular retail price for the smart power strips you purchased from a retailer WITHOUT getting a discount such as a coupon or instant rebate?
    1. Yes
    2. No
    98. (Don't know)
    99. (Refused)

[DISPLAY Q99 IF Q98 = 1]

99. How many of the smart power strips you purchased from a retailer since purchasing products through the Lights for Learning Program are currently in use?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q□ IF Q98 = 1]

100. Using a scale where 0 means "not at all important" and 10 means "extremely important," how important was your experience with the Lights for Learning Program in your decision to purchase the smart power strips from a retailer?
    1. RECORD
    98. (Don't know)
    99. (Refused)

[DISPLAY Q□ IF Q98 = 1]

101. Using a scale where 0 means "not at all likely" and 10 means "extremely likely," how likely is that you would have purchased the smart power strips from a retailer had you not participated in the Lights for Learning program?
    1. RECORD
    98. (Don't know)
    99. (Refused)

102. Who is the electric service provider of the location in the location where the energy efficient products are installed?

1. Ameren
2. ComEd
3. Other _____

98. (Don't know)
99. (Refused)

[DISPLAY Q77 IF Q31a RESPONSE >0 OR Q42a RESPONSE >0]

103. Which of the following best describes your home? (READ)

1. Single-family detached home
2. Townhome
3. Mobile or manufactured home
4. Apartment 2-4 units
5. Apartment 5-10 units
6. Apartment with more than 10 units

98. (Don't know)
99. (Refused)

Appendix B: Product Purchaser Survey Responses

The following tabulations summarize program participant survey responses for electric program year seven (EPY7). The first column presents the number of survey respondents (*n)*. The second column presents the percentage of survey respondents.

	Response	*(n=17)*	*Percent of Respondents*
To begin with, I would like to check the information that we have on the products you purchased. Did you purchase (CFL)	Yes	17	100%
	No	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=7)*	*Percent of Respondents*
To begin with, I would like to check the information that we have on the products you purchased. Did you purchase (LED)	Yes	7	100%
	No	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=6)*	*Percent of Respondents*
To begin with, I would like to check the information that we have on the products you purchased. Did you purchase (LED Night Light)	Yes	6	100%
	No	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=2)*	*Percent of Respondents*
To begin with, I would like to check the information that we have on the products you purchased. Did you purchase (Smart Power Strips)	Yes	2	100%
	No	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=2)*	*Percent of Respondents*
To begin with, I would like to check the information that we have on the products you purchased. Did you purchase (LED Holiday Lights)	Yes	2	100%
	No	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
Thank you for that information. Now I would like to hear about your experience with the program. How did you first learn about the Lights for Learning program fundraiser?	From The Organization Raising The Funds	3	12%
	From A Neighbor, Friend, Or Coworker	5	19%
	From The Lights For Learning Website	0	0%
	From A News Story About The Program	0	0%
	From An Advertisement For The Program	0	0%
	Received A Brochure Or Flyer	0	0%
	Other	18	69%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
Did you first learn of Lights for Learning program fundraiser from the person who sold you the energy efficient products?	Yes	22	85%
	No	2	8%
	Don't Know	1	4%
	Refused	1	4%

	Response	*(n=26)*	*Percent of Respondents*
Did you know the person who was selling the products for the fundraiser?	Yes	25	96%
	No	0	0%
	Don't Know	1	4%
	Refused	0	0%

	Response	*(n=25)*	*Percent of Respondents*
What is this person's relationship to you?	A Child Of A Friend Or Coworker	7	28%
	A Neighbor	0	0%
	A Relative Or Family Member	15	60%
	Other	3	12%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
Did you have any problems ordering the energy efficient product(s) through the program?	Yes	0	0%
	No	25	96%
	Don't Know	1	4%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
Did the products you ordered arrive in working condition?	Yes	23	88%
	No	0	0%
	Don't Know	3	12%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
There may be a variety of reasons why you purchased the energy saving products through the Lights for Learning fundraiser. In your own words, can you tell me why you decided to purchase these products?	To Support Schools	13	50%
	To Support The Person Who Sold The Product	9	35%
	To Reduce Energy Consumption	7	27%
	To Replace Broken Product(S) Already Owned	0	0%
	Other	10	38%
	Don't Know	1	4%
	Refused	0	0%

	Response	*(n=9)*	*Percent of Respondents*
Before this call today, had you ever heard of compact fluorescent light bulbs, or CFLs?	Yes	7	78%
	No	2	22%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=19)*	*Percent of Respondents*
Before this call today, had you ever heard of light emitting diode bulbs, or LEDs?	Yes	14	74%
	No	4	21%
	Don't Know	1	5%
	Refused	0	0%

	Response	*(n=24)*	*Percent of Respondents*
I also have a few questions about smart power strips. Before this call today, had you ever heard of smart power strips?	Yes	9	38%
	No	14	58%
	Don't Know	1	4%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
Using a scale where 0 means "not at all" and 10 means "a great deal", how much did the program increase your awareness of the energy saving benefits of CFL or Compact Fluorescent lights bulbs	0 - Not At All	0	0%
	1	0	0%
	2	0	0%
	3	2	8%
	4	0	0%
	5	5	19%
	6	2	8%
	7	5	19%
	8	2	8%
	9	0	0%
	10 - A Great Deal	4	15%
	Don't Know	1	4%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
Using a scale where 0 means "not at all" and 10 means "a great deal", how much did the program increase your awareness of the energy saving benefits of LED light bulbs	0 - Not At All	0	0%
	1	0	0%
	2	0	0%
	3	2	8%
	4	0	0%
	5	6	23%
	6	0	0%
	7	4	15%
	8	3	12%
	9	3	12%
	10 - A Great Deal	3	12%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
Using a scale where 0 means "not at all" and 10 means "a great deal", how much did the program increase your awareness of the energy saving benefits LED holiday lights	0 - Not At All	0	0%
	1	1	4%
	2	0	0%
	3	1	4%
	4	1	4%
	5	5	19%
	6	1	4%
	7	3	12%
	8	1	4%
	9	0	0%
	10 - A Great Deal	4	15%
	Don't Know	3	12%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
Using a scale where 0 means "not at all" and 10 means "a great deal", how much did the program increase your awareness of the energy saving benefits of LED night lights	0 - Not At All	0	0%
	1	0	0%
	2	0	0%
	3	1	4%
	4	1	4%
	5	5	19%
	6	2	8%
	7	2	8%
	8	5	19%
	9	2	8%
	10 - A Great Deal	2	8%
	Don't Know	1	4%
	Refused	1	4%

	Response	*(n=26)*	*Percent of Respondents*
Using a scale where 0 means "not at all" and 10 means "a great deal", how much did the program increase your awareness of the energy saving benefits of Energy saving power strips	0 - Not At All	0	0%
	1	0	0%
	2	1	4%
	3	0	0%
	4	1	4%
	5	4	15%
	6	2	8%
	7	2	8%
	8	1	4%
	9	1	4%
	10 - A Great Deal	5	19%
	Don't Know	2	8%
	Refused	0	0%

	Response	*(n=3)*	*Percent of Respondents*
Using a scale where 0 means very dissatisfied and 10 means very satisfied, please tell me your level of satisfaction with the online ordering process	0 - Very Dissatisfied	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	0	0%
	8	0	0%
	9	1	33%
	10 - Very Satisfied	2	67%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
Using a scale where 0 means very dissatisfied and 10 means very satisfied, please tell me your level of satisfaction with the time it took to receive the product	0 - Very Dissatisfied	0	0%
	1	0	0%
	2	0	0%
	3	1	4%
	4	2	8%
	5	2	8%
	6	4	15%
	7	1	4%
	8	1	4%
	9	3	12%
	10 - Very Satisfied	12	46%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
Using a scale where 0 means very dissatisfied and 10 means very satisfied, please tell me your level of satisfaction with the price of the product	0 - Very Dissatisfied	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	1	4%
	5	3	12%
	6	2	8%
	7	4	15%
	8	4	15%
	9	4	15%
	10 - Very Satisfied	8	31%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
Using a scale where 0 means very dissatisfied and 10 means very satisfied, please tell me your level of satisfaction with the performance of the product	0 - Very Dissatisfied	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	5	19%
	6	0	0%
	7	1	4%
	8	1	4%
	9	6	23%
	10 - Very Satisfied	10	38%
	Don't Know	3	12%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
Using a scale where 0 means very dissatisfied and 10 means very satisfied, please tell me your level of satisfaction with your overall experience with the program	0 - Very Dissatisfied	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	1	4%
	6	1	4%
	7	2	8%
	8	8	31%
	9	4	15%
	10 - Very Satisfied	10	38%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=17)*	*Percent of Respondents*
Before you purchased the CFL bulbs through the Lights for Learning program, did you have any CFL bulbs installed in your home?	Yes	11	65%
	No	6	35%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=17)*	*Percent of Respondents*
Did the person who sold you the CFLs discuss with you or provide you with information about their energy efficiency or other benefits before you decided?	Yes	9	53%
	No	7	41%
	Don't Know	1	6%
	Refused	0	0%

	Response	*(n=9)*	*Percent of Respondents*
Using a scale of 0 to 10 where 0 means "not at all influential" and 10 means "extremely influential", how influential was the information about the energy efficiency or other benefits of CFLs in your decision to buy the CFLs?	0 - Not At All Influential	0	0%
	1	0	0%
	2	0	0%
	3	1	11%
	4	0	0%
	5	2	22%
	6	2	22%
	7	1	11%
	8	1	11%
	9	0	0%
	10 - Extremely Influential	2	22%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=17)*	*Percent of Respondents*
Using a scale of 0 to 10 where 0 means "not at all influential" and 10 means "extremely influential", how influential was helping to raise funds for the organization in your decision to buy the CFLs?	0 - Not At All Influential	0	0%
	1	0	0%
	2	1	6%
	3	0	0%
	4	0	0%
	5	0	0%
	6	1	6%
	7	0	0%
	8	1	6%
	9	2	12%
	10 - Extremely Influential	12	71%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=17)*	*Percent of Respondents*
Using a scale of 0 to 10 where 0 means "not at all influential" and 10 means "extremely influential", how influential was supporting the person selling the CFLs in your decision to buy the CFLs?	0 - Not At All Influential	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	1	6%
	7	0	0%
	8	0	0%
	9	2	12%
	10 - Extremely Influential	14	82%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=17)*	*Percent of Respondents*
According to our records, you bought CFLs through the Lights for Learning fundraiser. Had you not made that purchase through the fundraiser, in the next 12 months do you think you would have...	Not Purchased Any CFLs	5	29%
	Purchased Fewer CFLs From A Retailer	2	12%
	Purchased The Same Number Of CFLs From A Retailer	8	47%
	Purchased More CFLs From A Retailer	1	6%
	Dummy	0	0%
	Don't Know	1	6%
	Refused	0	0%

	Response	*(n=11)*	*Percent of Respondents*
You indicated that within 12 months you would have purchased a differnt amount of CFLs had you not purchased them through the fundraiser. Using a scale of 0 to 10 where 0 means "not at all likely" and 10 means "extremely likely", how likely do you think you would have been to make that decision?	0 - Not At All Likely	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	1	9%
	6	0	0%
	7	2	18%
	8	2	18%
	9	0	0%
	10 - Extremely Likely	6	55%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=7)*	*Percent of Respondents*
Before you purchased the LED bulbs through the Lights for Learning program, did you have any LED bulbs installed in your home?	Yes	5	71%
	No	2	29%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=7)*	*Percent of Respondents*
Now I would like to ask you about the LEDs that you purchased through the Lights for Learning program. Did the person who sold you the LEDs discuss with you or provide you with information about their energy efficiency or other benefits before you decided	Yes	5	71%
	No	1	14%
	Don't Know	1	14%
	Refused	0	0%

	Response	*(n=5)*	*Percent of Respondents*
Using a scale of 0 to 10 where 0 means "not at all influential" and 10 means "extremely influential", how influential was the information about the energy efficiency or other benefits of LEDs in your decision to buy the LEDs?	0 - Not At All Influential	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	2	40%
	8	1	20%
	9	0	0%
	10 - Extremely Influential	2	40%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=7)*	*Percent of Respondents*
Using a scale of 0 to 10 where 0 means "not at all influential" and 10 means "extremely influential", how influential was helping to raise funds for the organization in your decision to buy the LEDs?	0 - Not At All Influential	0	0%
	1	0	0%
	2	1	14%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	1	14%
	8	2	29%
	9	0	0%
	10 - Extremely Influential	3	43%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=7)*	*Percent of Respondents*
Using a scale of 0 to 10 where 0 means "not at all influential" and 10 means "extremely influential", how influential was supporting the person selling the LEDs in your decision to buy the LEDs?	0 - Not At All Influential	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	1	14%
	8	2	29%
	9	0	0%
	10 - Extremely Influential	4	57%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=7)*	*Percent of Respondents*
According to our records, you bought LEDs through the Lights for Learning fundraiser. Had you not made that purchase through the fundraiser, in the next 12 months do you think you would have...	Not Purchased Any LEDs	3	43%
	Purchased Fewer LEDs From A Retailer	1	14%
	Purchased The Same Number Of LEDs From A Retailer	3	43%
	Purchased More LEDs From A Retailer	0	0%
	Dummy	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=4)*	*Percent of Respondents*
You indicated that within 12 months you would have bought a different number of LEDs had you not purchased them through the fundraiser. Using a scale of 0 to 10 where 0 means not at all likely and 10 means extremely likely, how likely do you think you would have been to make that p	0 - Not At All Likely	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	1	25%
	6	1	25%
	7	0	0%
	8	1	25%
	9	0	0%
	10 - Extremely Likely	1	25%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
Do you own any LED holiday night lights that were not purchased through the program?	Yes	1	100%
	No	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
Not including the LED holiday lights you purchased through the Lights for Learning program, which of the following best describes the share of LED holiday lights that you own? Would you say...	All of my holiday lights are LED	0	0%
	Most of my holiday lights are LED	1	100%
	Some of my holiday lights are LED	0	0%
	A few of my holiday lights are LED	0	0%
	I don't own any LED holiday lights that were not purchased through the lights for learning program	0	0%
	Don't know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
Now I would like to ask you about the LED holiday light strands that you purchased through the Lights for Learning program. Did the person who sold you the LED holiday light strands discuss with you or provide you with information about their energy effic	Yes	0	0%
	No	1	100%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was helping to raise funds for the organization in your decision to buy the LED holiday light strands?	0 - Not At All Influential	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	0	0%
	8	0	0%
	9	0	0%
	10 - Extremely Influential	1	100%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was supporting the person selling the LEDs in your decision to buy the LED holiday light strands?	0 - Not At All Influential	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	0	0%
	8	0	0%
	9	0	0%
	10 - Extremely Influential	1	100%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
According to our records, you bought LED holiday light strands through the Lights for Learning fundraiser. Had you not made that purchase through the fundraiser, in the next 12 months do you think you would have...	Not Purchased Any LED Holiday Lights	0	0%
	Purchased Fewer LED Holiday Lights From A Retailer	0	0%
	Purchased The Same Number Of LED Holiday Lights From A Retailer	0	0%
	Purchased More LED Holiday Lights From A Retailer	1	100%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
You indicated that within 12 months you would have purchased a different number of LED holiday lights had you not purchased them through the fundraiser. Using a scale of 0 to 10 where 0 means not at all likely and 10 means extremely likely, how likely do you think you would have been to make that purchase?	0 - Not At All Likely	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	0	0%
	8	0	0%
	9	0	0%
	10 - Extremely Likely	1	100%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
Did the Holiday LED light strands replace any other working LED light strands or did the purchase add to the total number of light strands you own?	Replaced Light Strands	1	100%
	Added To The Total Number Of Light Strands Owned	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
What type of holiday lighting strands did the LED holiday light strands replace?	Replaced Incandescent Strands	1	100%
	Replaced Other LED Strands	0	0%
	Other	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=5)*	*Percent of Respondents*
Are you currently using any LED night lights in your home that were not purchased through the Lights for Learning program?	Yes	1	20%
	No	3	60%
	Don't Know	1	20%
	Refused	0	0%

Now I would like to ask you about the LED night lights that you purchased through the Lights for Learning program. Did the person who sold you the LED night lights discuss with you or provide you with information about their energy efficiency or other ben	*Response*	*(n=5)*	*Percent of Respondents*
	Yes	5	100%
	No	0	0%
	Don't Know	0	0%
	Refused	0	0%

Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was the information about the energy efficiency or other benefits of the LED night lights in your decision to buy the LED night lights?	*Response*	*(n=5)*	*Percent of Respondents*
	0 - Not At All Influential	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	1	20%
	8	3	60%
	9	1	20%
	10 - Extremely Influential	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=5)*	*Percent of Respondents*
Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was helping to raise funds for the organization in your decision to buy the LED night lights?	0 - Not At All Influential	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	1	20%
	6	0	0%
	7	0	0%
	8	1	20%
	9	1	20%
	10 - Extremely Influential	2	40%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=5)*	*Percent of Respondents*
Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was supporting the person selling the LEDs in your decision to buy the LED night lights?	0 - Not At All Influential	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	0	0%
	8	0	0%
	9	3	60%
	10 - Extremely Influential	2	40%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=5)*	*Percent of Respondents*
According to our records, you bought LED night lights through the Lights for Learning fundraiser. Had you not made that purchase through the fundraiser, in the next 12 months do you think you would have...	Not Purchased Any LED Night Lights	3	60%
	Purchased Fewer LED Night Lights	1	20%
	Purchased The Same Number Of LED Night Lights From A Retailer	1	20%
	Purchased More LED Night Lights From A Retailer	0	0%
	Dummy	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=2)*	*Percent of Respondents*
You indicated that within 12 months you would have purchased a different number of LED night lights had you not purchased them through the fundraiser. Using a scale of 0 to 10 where 0 means not at all likely and 10 means extremely likely, how likely do you think you would have been to make that p	0 - Not At All Likely	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	1	50%
	5	0	0%
	6	1	50%
	7	0	0%
	8	0	0%
	9	0	0%
	10 - Extremely Likely	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=2)*	*Percent of Respondents*
Have you ever bought energy saving smart power strips other than through the Lights for Learning program?	Yes	0	0%
	No	2	100%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=2)*	*Percent of Respondents*
Did the person who sold you the smart power strips discuss with you or provide you with how they could save energy or other benefits with you before you decided to purchase them?	Yes	2	100%
	No	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=2)*	*Percent of Respondents*
Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was the information about the energy savings or other benefits of smart power strips in your decision to buy the smart power strips?	0 - Not At All Influential	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	1	50%
	5	0	0%
	6	0	0%
	7	0	0%
	8	0	0%
	9	0	0%
	10 - Extremely Influential	1	50%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=2)*	*Percent of Respondents*
Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was helping to raise funds for the organization in your decision to buy the smart power strips?	0 - Not At All Influential	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	0	0%
	8	1	50%
	9	0	0%
	10 - Extremely Influential	1	50%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=2)*	*Percent of Respondents*
Using a scale of 0 to 10 where 0 means not at all influential and 10 means extremely influential, how influential was supporting the person selling the smart power strips in your decision to buy the smart power strip?	0 - Not At All Influential	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	0	0%
	8	1	50%
	9	0	0%
	10 - Extremely Influential	1	50%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=2)*	*Percent of Respondents*
According to our records, you bought smart power strips through the Lights for Learning fundraiser. Had you not made that purchase through the fundraiser, in the next 12 months do you think you would say that you would have...	Not Purchased Smart Power Strips	1	50%
	Purchased Fewer Smart Power Strips	0	0%
	Purchased The Same Number Of Smart Power Strips From A Retailer	1	50%
	Purchased More Smart Power Strips From A Retailer	0	0%
	Dummy	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
You indicated that within 12 months you would have purchased a different number of smart power strips had you not purchased them through the fundraiser. Using a scale of 0 to 10 where 0 means not at all likely and 10 means extremely likely, how likely do you think you would have been to make that purchase	0 - Not At All Likely	0	0%
	1	0	0%
	2	1	100%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	0	0%
	8	0	0%
	9	0	0%
	10 - Extremely Likely	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=2)*	*Percent of Respondents*
Was the power strip installed where there had not been a power strip before, used to replace a regular power strip, or used to replace another smart power strip?	Used Where There Had Not Been A Power Strip Before	1	50%
	Replaced A Regular Power Strip	1	50%
	Replaced Another Smart Power Strip	0	0%
	Other	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=2)*	*Percent of Respondents*
What type of equipment do you have attached to the smart power strip?	Entertainment (Tv, Dvd)	0	0%
	Computer/Printers	0	0%
	Other	2	100%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
Since you bought the energy saving products through the Lights for Learning program, have you bought any of the following products from a retailer? - CFL light bulbs	Yes	3	12%
	No	23	88%
	Don't Know	0	0%
	Refused	0	0%

Since you bought the energy saving products through the Lights for Learning program, have you bought any of the following products from a retailer? - LED light bulbs	*Response*	*(n=26)*	*Percent of Respondents*
	Yes	2	8%
	No	23	88%
	Don't Know	1	4%
	Refused	0	0%

Since you bought the energy saving products through the Lights for Learning program, have you bought any of the following products from a retailer? - LED holiday lights	*Response*	*(n=26)*	*Percent of Respondents*
	Yes	2	8%
	No	24	92%
	Don't Know	0	0%
	Refused	0	0%

Since you bought the energy saving products through the Lights for Learning program, have you bought any of the following products from a retailer? - LED night lights	*Response*	*(n=26)*	*Percent of Respondents*
	Yes	0	0%
	No	26	100%
	Don't Know	0	0%
	Refused	0	0%

Since you bought the energy saving products through the Lights for Learning program, have you bought any of the following products from a retailer? - Energy saving smart power strips	*Response*	*(n=26)*	*Percent of Respondents*
	Yes	1	4%
	No	25	96%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=3)*	*Percent of Respondents*
Did you pay the regular retail price for the CFLS you purchased from a retailer WITHOUT getting a discount such as a coupon or instant rebate?	Yes	3	100%
	No	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=3)*	*Percent of Respondents*
Using a scale where 0 means "not at all important" and 10 means "extremely important", how important was your experience with the Lights for Learning Program in your decision to purchase the CFLs from a retailer?	0 - Not At All Important	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	2	67%
	7	1	33%
	8	0	0%
	9	0	0%
	10 - Extremely Important	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=3)*	*Percent of Respondents*
Using a scale where 0 means "not at all likely" and 10 means "extremely likely", how likely is that you would have purchased the CFLs from a retailer had you not participated in the Lights for Learning program?	0 - Not At All Likely	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	2	67%
	7	1	33%
	8	0	0%
	9	0	0%
	10 - Extremely Likely	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=2)*	*Percent of Respondents*
Did you pay the regular retail price for the LED light bulbs you purchased from a retailer WITHOUT getting a discount such as a coupon or instant rebate?	Yes	1	50%
	No	1	50%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
Using a scale where 0 means "not at all important" and 10 means "extremely important", how important was your experience with the Lights for Learning Program in your decision to purchase the LED light bulbs from a retailer?	0 - Not At All Important	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	0	0%
	8	0	0%
	9	0	0%
	10 - Extremely Important	1	100%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
Using a scale where 0 means "not at all likely" and 10 means "extremely likely", how likely is that you would have purchased the LED light bulbs from a retailer had you not participated in the Lights for Learning program?	0 - Not At All Likely	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	0	0%
	8	0	0%
	9	0	0%
	10 - Extremely Likely	1	100%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=2)*	*Percent of Respondents*
Did you pay the regular retail price for the LED holiday lights you purchased from a retailer WITHOUT getting a discount such as a coupon or instant rebate?	Yes	1	50%
	No	0	0%
	Don't Know	1	50%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
Did the Holiday LED Light Strands replace any other working LED light strands or did the purchase add to the total number of light strands you own?	Replaced Light Strands	1	100%
	Added To The Total Number Of Light Strands Owned	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
What type of holiday lighting strands did the LED holiday lighting strands replace?	Replaced Incandescent Strands	0	0%
	Replaced Other LED Strands	1	100%
	Other	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
Using a scale where 0 means "not at all important" and 10 means "extremely important", how important was your experience with the Lights for Learning Program in your decision to purchase the LED holiday light strands from a retailer?	0 - Not At All Important	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	1	100%
	7	0	0%
	8	0	0%
	9	0	0%
	10 - Extremely Important	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
Using a scale where 0 means "not at all likely" and 10 means "extremely likely", how likely is that you would have purchased the LED holiday light strands from a retailer had you not participated in the Lights for Learning program?	0 - Not At All Likely	0	0%
	1	0	0%
	2	1	100%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	0	0%
	8	0	0%
	9	0	0%
	10 - Extremely Likely	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
Did you pay the regular retail price for the smart power strips you purchased from a retailer WITHOUT getting a discount such as a coupon or instant rebate?	Yes	1	100%
	No	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
Using a scale where 0 means "not at all important" and 10 means "extremely important", how important was your experience with the Lights for Learning Program in your decision to purchase the smart power strips from a retailer?	0 - Not At All Important	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	1	100%
	7	0	0%
	8	0	0%
	9	0	0%
	10 - Extremely Important	0	0%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=1)*	*Percent of Respondents*
Using a scale where 0 means "not at all likely" and 10 means "extremely likely", how likely is that you would have purchased the smart power strips from a retailer had you not participated in the Lights for Learning program?	0 - Not At All Likely	0	0%
	1	0	0%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	0	0%
	8	0	0%
	9	0	0%
	10 - Extremely Likely	1	100%
	Don't Know	0	0%
	Refused	0	0%

	Response	*(n=26)*	*Percent of Respondents*
Who is the electric service provider of the location where the energy efficient products are installed?	Ameren	16	62%
	ComEd	6	23%
	Other	2	8%
	Don't Know	2	8%
	Refused	0	0%

	Response	*(n=17)*	*Percent of Respondents*
Which of the following best describes your home?	Single-Family Detached Home	17	100%
	Townhome	0	0%
	Mobile Or Manufactured Home	0	0%
	Apartment 2-4 Units	0	0%
	Apartment 5-10 Units	0	0%
	Apartment With More Than 10 Units	0	0%
	Don't Know	0	0%
	Refused	0	0%