

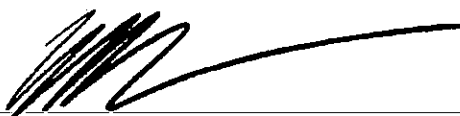
**Collaborative High Performance Schools  
Training Workshop Evaluation**

**Final Report**

**July 25, 2003**

*Prepared for:*  
**Southern California Edison**

*Prepared by:*  
**RLW Analytics**  
**155 Broadway**  
**Sonoma, CA 95476**



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**RLW ANALYTICS**

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## **1 EXECUTIVE SUMMARY**

This is an evaluation report of the SCE-sponsored training program for the Collaborative for High Performance Schools. One training event was sponsored by SCE on December 3, 2002 at Tulare, California. RLW Analytics, Inc. (RLW) has performed this evaluation between April and July 2003. The purpose of this report is to assess the training program and methods of outreach, and make further recommendations for both.

### **Study Objectives**

This evaluation was designed based on the SCE Evaluation, Measurement, and Verification Plan for Local Codes and Standards Program. The objectives of the study were to:

1. Assess the training content, assess what was learned by the participants, and make recommendations for revisions as suggested by the findings.
2. Assess the methods of outreach for offering the training, categorize the participants, and make recommendations for future changes in line with program goals.

### **Study Methods**

This evaluation consisted of two primary data collection activities. This entailed collecting and reviewing all training and promotional materials, and performing surveys with participants along with an interview of the training contractor.

#### Program Training and Promotional Materials Review

All program materials were collected and reviewed. Both electronic and hard copies of the training manuals, handouts, and Power Point presentations were secured from the CHPS web site or forwarded by Eley Associates. We also received copies of the initial classroom evaluations and some Eley Associate materials, which outlined the training program objectives. The web site was also reviewed for content.

#### Participant Surveys and Training Contractor Interview

A total of 9 interviews from 19 attendees were performed in support of this study. An additional interview was also conducted with Eley Associates to learn further background about the training program and outreach approaches. All surveys and the interview were conducted over the telephone.

### **Study Results**

The presentation for the CHPS program is usually a one-day, eight-hour session. In this case, this session sponsored by SCE and evaluated by RLW was for four hours. The seminar is not a training program per se (i.e. to provide knowledge and skills to the attendees), but a review of the program and the Best Practices Manual. The goal is to introduce the attendees to the program and to each of the Best Practices elements.

#### Marketing and Outreach – Conclusion and Recommendations

The promotional efforts conducted by Eley Associates under the program banner appear to be a cost-effective “grass roots” strategy of marketing through industry partners. The utility support for promoting

and recruiting participants is a key success element. The marketing message about the program is clear and understandable, and creates a correct amount of expectations about the program.

All promotional materials are well written and well designed. The web site is laid out for easy and intuitive searching and downloading, and offers a wide range of supporting video, graphic, and document material. All hard copy material from the program is readily available on the web site.

Recommendations are for SCE to continue and enhance promotional support for the program, and to look for opportunities to host presentations at demonstration schools.

#### Program Training - Conclusions and Recommendations

All training materials are accurate, well written, and well designed. The materials are written at a level compatible to the audience. There is significant technical information sufficient for architects and designers to utilize. The presentation slides are detailed and numerous, but evaluation results indicate that attendees can keep up and expressed no dissatisfaction.

Recommendations were made to consider balancing the detail of some slides within the constraints of readability and understanding, as well as “fine tune” the student evaluation to better capture background data and perceptions about the presentation.

#### Program Effectiveness – Conclusion and Recommendations

Satisfaction indicators from the student evaluations and this study’s survey show that attendees were comfortable and satisfied with the program information and presentation. Most attendees recalled the main program message of operating cost savings. A lack of recall about best practices without any prompting may be a condition of several factors of a detailed presentation, the passage of time since attending the seminar, and a need to preface a recall query with some minor prompting.

Architects were seen to be slightly more optimistic and likely to use the program than school officials. Previous RLW studies verify that architects can tend to be more informed and open to energy efficient construction technologies and practices. The fact that architects expressed expectations that they will use the program with all of their upcoming school clients appears to be a positive indicator that the program is achieving permanent impact. In the same vein, the survey result from some school officials that they have yet to use the program but plan to do so is a positive indication that the program is achieving critical early intervention.

As would likely be anticipated, two school officials who responded that they don’t plan to use the program cited “first cost” as their reasons. The sponsors and the program managers will have to continue to look for opportunities to emphasize the paths and opportunities to mitigate this barrier.

Recommendations provided were to incrementally improve upon the program successes. This would be, as possible, scout for and follow up for natural combinations of attendees – that is, invite the architects of school officials who sign up, and vice versa. Small incremental improvements and suggestions for the student evaluations are also suggested.

## **INTRODUCTION**

This report summarizes activities completed in the evaluation of the Collaborative for High Performance Schools (“CHPS”) Program. RLW Analytics, Inc. (RLW) performed this evaluation in concordance with the SCE Evaluation, Measurement, and Verification Plan for Local Codes and Standards Training Program.

### **1.2 Program Description**

The Collaborative for High Performance Schools (CHPS) aims to increase the energy efficiency of schools in California by marketing information, services, and incentive programs directly at school districts and designers. The Collaborative's goal is to facilitate the design of high performance school environments that are not only energy efficient but also provide health, comfort, and productivity benefits to students and staff.

The collaborative began in 1999 when the California Energy Commission brought PG&E and municipal electric companies together to discuss ways to improve the performance of California schools. The charter members and initial funders of CHPS were the investor-owned utilities (PG&E, SCE, SDG&E, and Southern California Gas), two municipal utilities (SMUD and LADWP), along with the CEC and the California Integrated Waste Management Board. Non-utility stakeholders include the California Department of Education, the Office of Public School Construction, and the Division of the State Architect.

CHPS was incorporated into a non-profit organization in 2002, with Charles Eley of Eley Associates as Executive Director.

### **1.3 Study Description**

This report includes the following:

1. A discussion of the study goals and objectives, and program description,
2. A discussion of the methodologies used in the study, including sampling and analytic techniques used, datasets analyzed, sample sizes, and program researchable issues explored,
3. A discussion of results, and
4. Recommendations, based upon all data collection and analysis performed as well as feedback from the interim reporting process.

## 1.4 General Study Goals and Objectives

There were five general goals in the original workscope:

- 1) Evaluate training materials
  - a) Report on their content
  - b) Report on what the participants learned/will learn
  - c) Provide recommendations to improve the materials to further aid understanding
- 2) Evaluate participants
  - a) Report on methods of outreach for offering the training was used
  - b) Report on the effectiveness of each outreach method
  - c) Report on what type of participants attended the training
  - d) Provide recommendations for future changes in conducting outreach
- 3) Evaluate training effectiveness
  - a) Estimate how builder or building code inspector behavior has changed due to the training
  - b) Estimate what training elements contribute to the largest improvement in energy efficient actions
  - c) Estimate how necessary and useful this program is to the audience that is targeted
- 4) Comparative review – Provide a simple comparison on how this program matches and differs from other similar programs
- 5) Evaluate implementation
  - a) Report how successful the program has been implemented (in terms of cost and effort spent versus final attendance per session)
  - b) Report on how the program has been documented
  - c) Provide recommendations on implementation steps and the documentation process

Subsequently, RLW was directed to evaluate the all CHPS workshops sponsored by SCE, which turned out to be one conducted in 2002. Consequently, RLW conducted these tasks to match the above objectives:

### Training Material Review

- Review and summarize the content of the training materials;
- verify all aspects of the codes and standards were adequately covered;
- provide recommendations to improve the training

### Program Effectiveness and Success

- Identify/determine indicators to be measured
- Write a survey instrument that captures those indicators
- Obtain the participation contact lists; conduct a random sampling of 10 attendees and contact for survey
- Conduct 10 attendee surveys and 1 trainer survey
- Summarize and analyze results; assess overall success of the program; provide recommendations for improvement

### **Program Documentation and Implementation**

- Obtain any program documentation and materials readily available
- Provide a review of implementation success based on documentation review, staff interviews, and survey responses

**Report** – Provide a draft and final report based on results from the above tasks

An additional task originally in the work scope was to review the 2002 CA Statewide Education and Training Services and provide a comparative analysis of current training programs against this program. However, it was found that this report was not yet available.

### **1.5 Study Methods**

This evaluation consisted of two primary data collection activities. This entailed collecting and reviewing all training and promotional materials, and performing surveys with participants along with an interview of the training contractor.

#### Program Training and Promotional Materials Review

One of the first steps in the evaluation was to gain an understanding of the CHPS Program by reviewing all program materials. Both electronic and hard copies of the training manuals, handouts, and Power Point presentations were secured from the CHPS web site or forwarded by Eley Associates. We also received copies of the initial classroom evaluations and some Eley Associate materials that outlined the training program objectives.

These materials specifically were:

- The three volumes of the CHPS program: Vol. 1, Planning; Vol. 2, Design; and Vol. 3, Criteria (Volume 4, Operation, was not available during this evaluation)
- The eight-page color brochure and portfolio
- The eight-page Savings By Design color brochure and portfolio
- CHPS criteria scorecard directions

A review of the CHPS web site and main links were also reviewed.

#### Participant Surveys and Training Contractor Interview

A total of 9 surveys from 16 non-utility attendees were performed in support of this study. An additional interview was also conducted with Sara Greenwood, Communications and Outreach Manager for Eley Associates, to learn further background about the training program and outreach approaches. All surveys and the interview were conducted over the telephone. The table below shows the final disposition of all attendees we attempted to reach for the survey:



Seminar Attendee - Response Outcome	Final Disposition
Survey completed	9
Left messages/call back; no response after at least three tries	5
Wrong number shown on attendance sheet; unable to find correct listing	1
No longer with company	1
<b>TOTAL</b>	<b>16</b>

**Table 1: Final Survey Disposition**

### 1.6 Program Participant Survey Design

A set of survey indicators was developed to address the objectives of this study and approved by SCE. This set was compiled after several conversations with the Eley Associates Communications and Outreach Manager, and a review of the workshop materials – the Best Practices Manuals, agenda, handouts, and slide presentations.

During the initial review, it became apparent that these one-day workshops are not training workshops per se where participants learn and improve upon their knowledge or skills; rather, it is a presentation workshop where an overview of the CHPS program, the CHPS scoring criteria, and key elements of the Best Practices Manual are presented. Therefore, a survey-based evaluation was designed to measure awareness, expectations, perceptions, and understanding of the CHPS program.

The results shown in this report were used to assess how well the workshops contribute to the program progress. In other words, the program success would ultimately be measured on the number of California schools who pursue new projects by the means of the scoring criteria. In this evaluation, then, our job is to report on how well the workshop contributes to that ultimate goal.

The indicators we determined to measure from participants are:

1. the level of awareness about the program and the workshops before signing up;
2. the level of expectations of what participants thought they would get from the workshop;
3. how well they understand and explain the benefits of high performance schools;
4. perceptions of the usefulness and desirability of the CHPS program;
5. how well they can explain the CHPS program and scoring criteria;
6. amount of use of Best Practice Manuals after workshop;
7. level of motivation and interest in going through the CHPS program after the workshop; and
8. the likelihood that participants will consider implementing best practices in the future.

A total of 18 attendees along with four presenters were present at the December 3, 2002 seminar, as shown on the below table (names are not shown for confidentiality.) In addition, a training presenter from Eley Associates and three presenters from other professional firms were at the seminar as well.

Type of Organization/Business	Name	City
School/Education	South Fork Union Schools	Weldon
	Central Valley Christian School	Visalia
	Lindsay Unified	Lindsay
	Woodlake Public Schools	Woodlake
	Armona Union Elementary	Armona
	Tulare County Ofc. Of Education	Visalia
	Taft City Schools	Taft
	Tulare Joint Union High School District	Tulare
	Norris School District	Bakerfield
Architect/Design	Ordiz-Melby Architects	Weldon
	Dyson Architects	Fresno
	Douglas K. Janzen Architects	Visalia
	Mangini Associates Architects	Visalia
	Aesthetic Designs	Fresno
	Teter Consultants	Visalia
Other	Templo-Anderson-Moore	Fresno
	SCE (2)	Tulare

**Table 2: Attendee List**

RLW next developed a telephone survey instrument for the 16 non-utility participants. This instrument was designed to facilitate unbiased and accurate information, and went through a draft process before being finalized. This was mainly a closed response survey designed to measure the indicators described earlier above. Full questions and aggregate responses are shown in Appendix B.

## 2 RESULTS

### 2.1 Review of Program Elements

This section of the report reviews the program materials and elements: the CHPS program materials, training tools and materials, and the marketing elements.

#### 2.1.1 Program Materials

The program materials provided to participants consist of three major volumes and ancillary materials. Table 3 shows a list of all the materials provided at the presentations.<sup>1</sup>

Item	Description
Best Practices Manual, Volume I: Planning	Addresses the needs of school districts and school stakeholders; describes why high performance schools are important, what design components are used, and directions on navigating through the design and construction process.
Best Practices Manual, Volume II: Design	Contains design guidelines for high performance schools, and is organized by design disciplines. These guidelines are tailored for CA climates and written for architects, engineers, and project managers.
Best Practices Manual, Volume III: Criteria	Lists the flexible criteria and scoring for properly achieving a high performance construction status. This status may allow the school to qualify for supplemental funding, priority processing, and bonus points in the state funding procedure.
Color brochure/portfolio	Highlights the benefits of high performance schools; describes what a high performance school is; describes the CHPS program and related programs; provides contact information. Two handouts are inside the portfolio: a) directions for completing the CHPS criteria and b) a comprehensive monetary resource list for California K-12 sustainable school and public building construction.
“Savings By Design” color brochure/portfolio	Highlights and describes the Savings by Design program, including how the program works, the benefits for participants, and several introductory guidelines.

**Table 3: CHPS Program Materials**

<sup>1</sup> The color brochure mentions a Best Practices, Volume 4: Operation available in 2003. This volume was not available at the time of this evaluation.

In the presentation, the attendees are presented with an overview of the program itself and of the elements in each of the Best Practices Manual. For each volume, these elements are:

**Volume I: Planning**

Understanding High Performance Schools  
Characteristics of a High Performance School  
Financing High Performance Schools  
Process Guide  
Case Studies

**Volume II: Design**

Introduction  
General Conditions  
Site Planning  
Interior Surfaces and Finishing  
Electric Lighting  
Daylighting and Fenestration Design  
Building Enclosure and Insulation  
HVAC  
Other Equipment and Systems  
Commissioning and Maintenance

**Volume III: Criteria**

- Site
- Water
- Energy
- Materials
- Indoor Air Quality
- District Resolutions

It is quite evident that the information presented in the each of the volumes reflects “best in the industry” and is fundamentally sound. A large amount of secondary sources are clearly utilized and cited. All of the materials are professionally written and laid out. Each has clear, understandable language and well-selected graphics. They are written at a level compatible to the bulk of the target audience, which would be school officials; they do provide, however, sufficient technical narrative for architects, engineers, and construction project managers in appropriate sections. The color brochures for both the CHPS and “Savings By Design” programs are likewise well constructed and written. In particular, the graphic illustration of each of the program volume covers in the CHPS brochure is a succinct, handy way to allow the reader to grasp what the manuals look like.

The handouts inside the brochure pocket are useful ancillary items. The “Monetary Resources for K-12 Sustainable School and Public Building Construction in California” is a well thought out and easy to read book of tables with specific program information and contacts.

The other handout is labeled “Directions for Completing the CHPS Criteria”. This is a useful step-by-step sheet that explains how to submit the CHPS scoring. There are some minor sentence structure and punctuation improvements that we have recommended, and this is shown in Appendix A.

### 2.1.2 Training Presentations

Copies of the training presentation slides are readily available on the web site ([www.chps.net/manual/documents.htm](http://www.chps.net/manual/documents.htm)). All of the slides are professionally done with the same quality graphics and formatting of the hard copy manuals themselves. In addition, the layout, bullet points, and illustrations directly replicate the same elements from the manuals, which allows for a consistent message to reinforce the learning.

The slides are detailed, and there are a significant amount of slides per presentation section:

<b>Training Presentation</b>	<b>No. of Slides</b>
Introduction and Overview sections	106
Lighting	129
Indoor Air Quality	26
Site planning	59
HVAC	76
Materials	34
CHPS Criteria	(unable to access)

**Table 4: Presentation Slide Shows and Counts**

Most slides are readily readable. There are a handful of slides that have a significant amount of copy or finely detailed graphs or illustrations (ex. slide 80 of Lighting, slide 50 of HVAC System Design), but these graphics duplicate the same ones in the Manuals. It would be presumed, then, that the instructors point out those graphics in the manual for reference rather than attempt to describe them from the screen.

Since seminars are held only one day (or in this session we reviewed, between 1 to 5 p.m.) it appears that instructors must only touch on the bulleted points per slide rather than provide any long verbal narrative or explanation per slide. Ms. Greenwood from Eley Associates mentioned that they are evaluating the presentation to improve upon it.

### 2.1.3 Marketing Materials and Approaches

A review was done of the marketing materials and approaches that are used to promote the program and recruit participants to the one day seminar. As part of this review, an interview was done with Sara Greenwood, Communication and Outreach Manager for the CHPS program.

Marketing for the program is managed entirely by Ms. Greenwood. Her role consists of conducting outreach and program marketing to schools and professional organizations such as the American Institute of Architects, who does all the promotional legwork. California school organizations such as the California Association of School Business Officials, Coalition for Adequate School Housing, and the California School Boards Association also provide marketing channels to reach key school administrators and decisionmakers.<sup>2</sup>

<sup>2</sup> As reported by Mills, Daryl, Charles Eley, Gregg Ander, and Grant Duhon, "The Collaborative for High Performance Schools: Building a New Generation of Sustainable Schools", ACEEE 2002 Summer Study Conference Proceedings, page 6.228.

Promotion is done through outbound phone calls, mailings, and e-mail solicitations. A large part of the marketing support is provided by the utilities, which will mail flyers and/or regularly send out a calendar of events on their mail listings, which would include this workshop. The California Division of State Architects (DSA) is the lead agency for the collaboration, and they stipulate the workshop locations and fees for the speakers. Inbound inquiries averaged in 2002 about 15 e-mails and 10 phone calls weekly.<sup>3</sup>

A large number of workshops have been performed for other utilities. PGE has sponsored a bulk of the 15 workshops conducted last year and 20 of those done this year. Registration for the workshop goes directly through the CHPS web site, but sometimes applications for seminars are collected directly by the utility.

#### 2.1.4 Web Site

The web site is reflective of the same quality put into the marketing materials. The message is consistent with the training and marketing materials. The layout is well designed and intuitive to follow. The interactive design walkthrough and on-line video series are useful devices to further promote and reinforce the program and its main messages.

The site allows one to download everything that is provided in hard copy and in the seminars, including .pdf files of all the program manuals and the presentations. This is important, for these downloadable files provide opportunities for those who have yet to attend or have mild curiosity access all materials directly (as opposed to taking the time to call a toll free number and make a request). There is only a simple name and e-mail address registration “gate” to pass through to reach the download section. Eley Associates keeps a list of these requests for manuals on an ongoing basis, and notifies these folks when a nearby workshop will be conducted.

#### 2.1.5 Other Support Activities

Along with the marketing outreach activities reviewed above, CHPS has two other support activities to generate interest and knowledge about the program. One is school demonstrations, where a number of supporting utilities has supported the construction of high performance schools within their service areas. In particular, SCE has supported a high performance portables program and a demonstration high performance school at Newport Coast.<sup>4</sup> The other are 2-hour seminars specifically geared for presentation at schools for administrators. These free two-hour targeted sessions are tailored to the individuals who oversee and approve the remodeling or new building process.

#### 2.1.6 Student Evaluations

Along with all training and marketing materials, Eley Associates also provided us copies of the post-seminar participant evaluations collected at the end of the seminar day. These were simple 1-page back-to-back evaluations that asked participants to score program elements along a five-point scale, with “1” being the least favorable to “5” as the most. Six participants (three architects, three school officials) turned in evaluation sheets.

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<sup>3</sup> Ibid

<sup>4</sup> Ibid, page 6.227.

Some of the questions actually were queries to gauge the background of the attendees. Table 5 shows that most of the participants had no prior background to some program elements:

QUESTION	Responses [N=5]
Did you have former knowledge of high performance schools prior to this seminar?	1 – Yes 5 – No
Has your organization already taken measures to meet any of the CHPS criteria?	2 – Yes 3 – No 1 – DK
Have you ever “scored” a school under the CHPS guidelines?	5 – No
Do you have experience related to environmentally sustainable design?	2 – Yes 4 – No

**Table 5: Participant Backgrounds**

Table 6 below shows the responses to questions on the workshop. All of the workshop elements scored well in the participants’ initial assessment:

QUESTION	AVERAGE [N=5] (1 = lowest satisfaction, 5 = highest)	
How do you rate each of the presentations in terms of overall quality?	CHPS Overview	4.5
	Indoor Air Quality	4.6
	Materials	4.7
	Site	4.0
	Lighting	4.7
	HVAC	4.7
	Design	4.4
Was the content relevant to your needs?	4.8	
How do you rate the materials provided?	4.8	
How do you rate the usefulness of the Best Practices Manuals?	4.5	

**Table 6: Seminar Element Ratings**

As would naturally be expected, all the benefits portrayed in the presentation scored high in importance to the attendees. The slightly lower average scoring for teacher satisfaction, liability, and average daily attendance might be viewed only as relative scoring compared to the other desirable benefits listed (Table 7):

<i>How important are the following high performance school benefits?</i>	Potential Benefits	AVERAGE [N=5] (1 = lowest importance, 5 = highest)
	Student learning and teacher performance	5
	Reduced operating cost	5
	Reduced environmental impact	5
	Increased teacher satisfaction and retention	4.6
	Reduced liability	4.5
	Increased average daily attendance	4.5

**Table 7: Rated Importance of Benefits**

The last batch of questions may appear to be the most useful to glean insight on what barriers the participants perceived to be important. Table 8 shows that a lack of commissioning agents were scored of highest importance by most participants:

<i>How important are the following barriers to high performance schools?</i>	Barriers	AVERAGE [N=4] (1 = lowest importance, 5 = highest)
	No qualified commissioning agents	4
	Maintenance staff is resistant	3.7
	Client not on board	3.5
	Information and tools not available	3.5
	Costs too much	3
	Too far along on the design process	3
	Architect is resistant	Scores given: 1 score of 1, 1 score of 4, and 1 DK *

\* Of school officials – two architects scored their own industry as “3”, with one not scoring at all.

**Table 8: Rated Importance of Barriers**

Finally, a space was left for additional comments. Most respondents left it blank except for one school official who left a detailed response:

“Thank you for the information and materials. Tremendous amount of material in a short period of time. At certain points felt overwhelmed. Good idea to provide power point sheets but a couple were too small of font. Hard to rate usefulness of volumes without time to at least review them. Overall, thoroughly enjoyed total presentation.”

Since these student evaluations were limited in response and came out of only one seminar, caution might be in order in considering the average or aggregate outcomes. However, since these evaluations were from the same group of attendees who were subsequently surveyed by us, they do serve to provide useful background in assessing the survey results.

## 2.2 Participant Survey Results

Since this was a limited evaluation project in terms of scope and budget, we used the participant survey as the major assessment tool to address the evaluation objectives. One to three questions of the survey were written to cover each of the objectives of this evaluation. This section shows the results of the participant survey, and a subsequent assessment.

Table 9 below shows the basic demographics of the survey respondents. The respondents were about evenly split between architects and school officials. The average years in the organization and position demonstrates that most of the respondents had significant experience in their respective professions.

Respondent type	Architect/designer (4) School official (5)
Years in Organization	15 (range 3 – 35)
Average Years in Position	10 (range 3 – 35)

**Table 9: Respondent Demographics**



2.2.1 Marketing Effectiveness

Respondents were first asked where they recalled learning about the program. Almost all referred to a solicitation by the utility:

Marketing Channel	No. of Responses [N=9]
Letter/brochure/direct-mail notice, etc. from the utility	5
E-mail from the utility	1
Referred by a utility account representative	1
Other > "Internet"	1
DK/Can't recall	1

**Table 10: Where Participants Learned of the Program**

These results clearly show that the utility promotional support is key to reaching out and attracting participants.

One test of marketing effectiveness was also to determine how much the message about the program was promoted and correctly perceived by the participants. Table 11 shows a slight preponderance for the participants to have learned about the message more than once:

Level of Awareness From Promotions	
Response	No.
I saw or heard about the program only once	4
I had or might have seen/heard something about it more than once	4
I definitely did see or hear about the program a few times	1
Refused/don't know	0

**Table 11: Participant Awareness Level**

Table 12 shows that the message about the program was clearly understood by most participants:

When you first heard/learned about the program, how hard or easy was it for you to understand the program and why it is beneficial?	
Response	No.
Difficult	0
Somewhat difficult	1
Not too difficult	2
Not at all difficult	6

**Table 12: Level of Program Understanding from the Marketing Message**

Table 13 shows that almost all of the participants felt the workshop matched at least most of their expectations, with four agreeing to the statement that it actually met all or even exceeded expectations:

How well did the workshop meet the expectations you had for it?	
Response	No.
Did not meet any of my expectations	0
Partially met my expectation	1
Met most of my expectations	6
Completely met my expectations	2
Exceeded my expectations	2
Refused/Don't know	0

**Table 13: Level of Expectations Met after Attending**

These results show that the marketing message was mostly effective in reaching the target audience; it explained the program sufficiently so that those who responded understood what the program was about and received correct, clear information about what the workshop offered.

*Conclusion:* the marketing support that SCE provided to promote CHPS was obviously important to attract participants. The marketing message attached to this solicitation appears to have a clear and understandable message about the program and what the training seminar entails.

**2.2.2 Recall of Program Benefits**

The main presentation points of the presentation were benefits of high performance schools and the best practices used in high performance construction. The next two questions on the survey looked to ascertain how much the attendees have retained about these main presentation points. Both questions were asked with no prompting, and responses were coded for best fit.

Table 14 presents the responses collected for recall of benefits:

Recall of Benefits Explained in the Presentation	
Response	No. (multiple responses allowed)
A. Lower operating costs	6
B. Higher test scores	2
C. Increased attendance	0
D. Increased teacher satisfaction and retention	0
E. Lower liability exposure	0
F. Lower environmental impact	1
G. Other answer given not fitting any above - "Planning for future"	1
H. Cannot recall any	2

**Table 14: Recall of Benefits from Presentation**

Table 15 shows the answers given when respondents were asked to recall what best practices and scoring criteria were explained in the presentation:

Response	No.
A. Site	0
B. Water	0
C. Energy	0
D. Materials	0
E. Indoor environmental quality	1
F. District resolutions	0
G. [Other answer given not fitting any above]	0
H. Do not/cannot recall any	8

**Table 15: Recall of Best Practices and Scoring Criteria**

The responses shown in these two tables highlight that the obvious benefit of lower operating costs was recalled by most participants, and a few also recalled the benefit of improved student performance. However, the lack of recall of best practices may not be a true indication of the possible recall by respondents. There might be three contributors to why respondents did not readily recall most of these items:

- As discussed earlier in the “Training Presentation” section (page 13) there is significant detail about each of the Best Practices areas in the presentations. It may have been a lot of information to readily absorb
- As would be expected with busy professionals, a singular question to remember specifics of an event months ago may not lead to fast recall.
- These results might also be an indication that the question might not have been quite constructed sufficiently to elicit the correct response, for it would have been anticipated that “energy” would have been mentioned by at least some of the participants.<sup>5</sup>

*Conclusion:* Participants readily recall the most obvious benefits, which was the main message of the program. A lack of easy recall of best practices might indicate a result of three factors, each contributing to this outcome to some degree: a) the complexity of the information presented, b) the length of time between attendance to this survey, and c) a lack of helpful or needed prompting in the question. At the least, the lack of ready recall of the best practices demonstrates that most of the respondents have yet to become directly involved in using the program (as discussed further below).

### 2.2.3 Likelihood of Program Use

#### School Officials

The next section of the survey was three questions specific for school official. These questions looked to gauge the level of current or anticipated program use by schools. Table 16 shows that the five school official attendees we polled are roughly split between a pessimistic and optimistic view of their school’s level of motivation and interest:

<sup>5</sup> The question was phrased as “One objective for the workshop was to explain benefits of high performance schools. Can you please list what you know or recall as the best practices and scoring criteria in determining a high performance school?” The interviewer was directed to not prompt for answers in order to ascertain how much the respondents could readily recall on their own.

<b>What would you gauge to be your school district's level of motivation and interest in CHPS?</b>	
<b>Response</b>	<b>No.</b>
None	0
Very low	1
Somewhat low	2
Somewhat high	1
Very high	1
DK/REFUSED	0

**Table 16: Perceived Level of School Interest**

The three who ranked their school's motivation as low were then asked why it's that way. Two expressed the usual concerns schools have over first costs:

“Serious cost issues [with] construction, initial costs too high; it will take a long time to pay back”

“We are planning to build a library and we would like to implement the criteria, but the money isn't available at this time”

One expressed some uncertainty over the program outcome:

“Program is just not clear; unsure of the benefits”

Table 17 illustrates a similar dichotomy. There was a split in the likelihood of the program use:

<b>Have you used/plan to use the CHPS best practices and scoring criteria in your school's development plans?</b>	
<b>Response</b>	<b>No.</b>
YES – Using Now	0
Yes - Will Use	3
NO	2

**Table 17: School Officials: Anticipation of Program Use**

The three that said they plan to use the CHPS program affirmed its usefulness (Table 18):

<b>How useful is the CHPS program towards your school's development plans?</b>	
<b>Response</b>	<b>No.</b>
Not at all useful	0
Not too useful	0
Somewhat useful	1
Very useful	2
DK/REFUSED	0

**Table 18: School Officials: Perceived Usefulness of CHPS Program**

The respondent who said that the program was “somewhat useful” was then asked for the reason why, with the answer that “construction cost is expensive”.

Architects/Designers

Similar to above, a two-part series of questions also were posed to architects/designers respondents about the current or likely use of CHPS in their work with schools. Table 19 shows that all four architects/designers are, or will be, using the program:

Have you used or plan to use the CHPS best practices and scoring criteria in your project work with schools?	
Response	No.
Yes – USING NOW	1
YES – WILL USE	3
NO	0

**Table 19: Architects: Anticipation of Program Use**

Since three of the four architects have yet to use the program, it was too early for them to answer how useful they found it. One respondent who has yet to use the program did volunteer that it appeared to be somewhat useful.

Lastly, these architects were asked how many school districts that they are working with currently is or will be incorporating the CHPS program in their planning, followed by a question on how many school districts they are working with right now (to serve as a comparison):

Respondent	No. of schools districts working with that will incorporate CHPS	No. of school districts working with now
Architect #1	DK	0
Architect #2	2	0
Architect #3	3	DK
Architect #4	1	0

**Table 20: Architects: Anticipated Number of School Districts to Use Program**

This is a useful sign of the likelihood of the program being incorporated into their design work. None of the architects appeared to be working with school districts where the program is ignored.

*Conclusion:* Although this survey was taken approximately five months after the participants attended the seminar, most have yet to use the program in either their construction planning (schools) or in current projects (architects). This causes the impression that most of these respondents had attended on proactive reasons – perhaps for school officials to prepare for upcoming projects, and for architects and designers to stay abreast of developments in their field. It should be encouraging to the sponsors that the architects who attended appear poised to present or utilize the program with each of their prospective school district clients.

2.2.4 Program Satisfaction

Table 21 below shows that almost all of the participants were satisfied to some degree with the presentation:

<b>Overall, how satisfied were you with the workshop’s overview method of presenting the CHPS program?</b>	
<b>Response</b>	<b>No.</b>
Very dissatisfied	0
Somewhat dissatisfied	1
Neither satisfied or dissatisfied	0
Somewhat satisfied	6
Very satisfied	2
DK/REFUSED	0

**Table 21: Satisfaction Level of Presentation Participants**

There were no other comments any respondents had, except for one who offered that it was a “good program and overview of the program benefits.”

*Conclusion:* Along with the initial high satisfaction scores collected in the post-seminar attendee evaluations (Table 6: Seminar Element Ratings, “Participant Evaluations”, page 14) it is evident that the seminar provided both an initial and lasting level of satisfaction with the participants.

### 3 CONCLUSIONS AND RECOMMENDATIONS

This evaluation was limited in scope to assess only one seminar of many that have been conducted for the CHPS program. It is important to place a caveat that all conclusions and recommendations are based in large part on the student evaluations and survey results from this one session. These conclusions could be further refined and validated upon further evaluation of other sessions, either from future sessions sponsored by SCE or from past sessions sponsored by other utilities.

#### 3.1 Marketing/Outreach

##### 3.1.1 Conclusions

The marketing and outreach approaches performed for the program appear reasonably thorough and effective:

1. The “grass roots” approach of building partnerships and utilizing marketing channels with related industry associations is an intelligent strategy that builds lasting market transformation effects.
2. The use of demonstration sites helps build peer credibility and acceptance.
3. The promotional support SCE provided for the program clearly helped to attract participants to attend.
4. The messages used to promote the training seminar are clear and understandable. People who sign up and participate are satisfied that the presentation matched the billing it was given. They feel that it meets their expectations of what the promotional message promised. This is evident in the results of the student evaluations and the survey results.
5. Promotional support by the utilities, along with support by the staff of related programs, is useful in getting the word out and sustaining the message. The seminar evaluated here included a 10-minute presentation on the Savings by Design program. It was also reported to us that most of the utilities provided marketing support on behalf of the program.
6. The promotional materials are well written and sufficiently illustrated.
7. The web site is a well-designed and useful component of the program. It is informative and intuitive to follow. Almost all hard copy program materials are readily available for download, and are easy to find. The quick registration “gate” is a handy tool for keeping track of download requests to solicit for future seminar participants.
8. Training handouts look useful and easy to understand. The “Monetary Resources” handout appears especially useful for attendees to track down funding sources in new construction projects. The insert with directions to complete the CHPS criteria was simple and easy to follow. There were a few minor sentence structure and punctuation updates that these directions could use.

### 3.1.2 Recommendations

1. Along with the solicitations that SCE had done for this presentation, it also was reported that PGE has been acting proactively to help support the program. This has been such things as sending out e-mails to those who signed up on their listserve and mailing notices as well to those who had requested notification. It appeared useful, then, for SCE as well as the other utilities to continue providing marketing support to sponsor more programs.
2. As shown in Appendix A, we have shown minor suggestions in improving the Directions for Completing the CHPS Criteria.

## 3.2 Training Materials and Approaches

### 3.2.1 Conclusions

1. All the materials developed for the program are professionally written, well laid out, clear, and understandable. They are written at a level compatible to the target audience.
2. Handouts provided in the training session are useful and easy to read.
3. The presentation slides are very detailed and numerous. Because the seminars run for one day (or half a day), it appears that the presenters must discuss highlights of the bulleted points in the slides and/or skip sections rather than put in a significant amount of verbal narrative describing each bullet point. However, the survey results nor the student evaluations imply this does not appear to be an issue for the attendees of this SCE seminar, because no one scored or expressed any level of dissatisfaction with the presentation or the material. As described from the student evaluation section (page 16), there was one school official who admitted feeling a bit overwhelmed; however, even this person rated the overall presentation well.

### 3.2.2 Recommendations

1. Ask in the student evaluations about their perceptions of the particular presentation *elements* rather than the broader ranking of “satisfaction”. These would be, for example, asking students to rate the depth of material, the time spent on each segment, their ability to absorb each section, the ease of readability of the slides, and similar. This would help better ascertain the level of understanding and retention the attendees have once they walk out.
2. Incorporate the minor improvements in the “Directions” handout as shown in Appendix X.
3. As Eley Associates evaluates and recasts their presentation slides, it would be useful to carefully consider the level of detail desired per slide in balance with a) the need for attendees to clearly see and read the text, graphs, or illustrations, and b) the ability to have the hard copy handouts of the slides be equally legible.
4. As practical and possible, it would be ideal to schedule presentations directly at the demonstration schools that have incorporated the program. In SCE’s case, this would be at the school districts that have high performance portables, as well as the Newport Coast Elementary School.



### 3.3 Program Effectiveness

#### 3.3.1 Conclusions

1. From both the student evaluations and survey results, satisfaction indicators from both instruments clearly show that the attendees were comfortable and satisfied with the program information and the presentation.
2. Most attendees recalled the main message of program benefits of lower operating costs. A lack of ready recall about best practices might be reflective of the detailed information presented in the program, the time period between attending to being asked to recall the specifics, and perhaps a need to prompt respondents to help them better recall these practices.<sup>6</sup>
3. The indicators of likely implementation show that the architects are slightly more optimistic and likely to use the program than what the school officials indicated. This was not too surprising. In a recent impact evaluation RLW had done of Northeast Utilities' C&I programs, we found that architects tended to be more informed and open-minded about high efficiency construction technologies and techniques.<sup>7</sup>
4. The fact that each of the architects in this seminar expressed the likelihood of using the program with at least one foreseeable customer presents a positive affirmation that the presentation has made lasting change. As mentioned in the previous bullet, RLW had found in a previous study that architects may be early decisionmakers in new construction design, either alone or in collaboration with the owner. In that study, RLW projected that property owners and developers may hold architects' opinions in higher regard than those of engineers.
5. Even after five months, most of the respondents said that have yet to use the program, but plan to do so. This could be interpreted as a positive sign that the promise of the potential program benefits is of interest enough to school officials and designers to prompt registration to learn more even before a project concept has even been developed. As the program sponsors are most likely aware, early intervention is critical in influencing new construction design.
6. For those two school officials who responded that they don't plan to use the program, the usual "first cost" reasons were given to explain why. As the program sponsors are well aware, this is always a challenge to overcome in market transformation initiatives.

#### 3.3.2 Recommendations

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<sup>6</sup> For example, the interviewer could say "Energy use is, of course, the most obvious area where best practices are implemented in the program. There are five other areas of new building design and construction that also incorporate best practices. Which ones do you recall?"

<sup>7</sup> RLW Analytics, "Northeast Utilities Conservation and Load Management Programs, New Construction Program, Final Report on 2000 Measure Installations and Impact Evaluation", December 2002.

1. If possible within the scope, budget, and logistics of registration, it might be very useful for Eley Associates to scout for referrals in the registration. For registered school officials, they could inquire what architects or design firms they work with (or likely to bid on their project), and follow up to invite those professionals to the same seminar. Likewise, any architects who sign up could be queried for what school districts do they serve or have been retained, and contact those school administrators to invite them (or at least a representative) as well. Any successful matches that can be made would ultimately serve to even further secure a higher possibility that a new construction project will incorporate the program.
2. To better measure program success on a timely basis, it may be useful for the student evaluation to incorporate these recommendations:
  - 2.1. Ask the respondents how and where they learned about the program
  - 2.2. Along with rating architect resistance, ask respondents to rate school district resistance, and leave a space to describe why for both
  - 2.3. Include “NA” as a potential response alongside any “Yes – No” responses; some questions pertain only to certain attendees
  - 2.4. Question no. 6 – “Have you ever “Scored” a school under the CHPS guidelines?” appears counterintuitive, e.g. if someone has, it would seem unlikely that they would sit through the presentation. It may be useful to drop this question.
  - 2.5. Some of the questions are obviously more appropriate for some respondents than other i.e. either school officials or architects. It may make responses more meaningful if these questions were segmented out for those particular individuals, i.e. “FOR ARCHITECTS ONLY: Are you working with a school that has not yet been designed?”
  - 2.6. Question 4 asks, “How do you rate the usefulness of each volume of the Best Practices Manual?”, with three separate lines for Volumes 1, 2, and 3. A quick review of all the evaluations reveals that the respondents all score them the same. The perception both by use and by respondents that the volumes are pretty equal in usefulness. Combined with the fact that the attendees don’t have much time to review them anyway, we suggest that this question can be consolidated into one question and answer, e.g. “How do you rate the usefulness of the Best Practices Manuals?”
3. It is interesting, and certainly enlightening, to have attendees rate potential market barriers in the student evaluation. It might be of useful service, then, to have the presenters actually address these potential barriers directly as a closing presentation segment to on *how to* avoid or diminish these kinds of real life market barriers.
4. To counter the ongoing market barrier of “first cost” issues, it may be useful for presenters to continually emphasize design paths and opportunities to mitigate those fears. At the least, presenters may have to sound pragmatic about those concerns and continually emphasize that the financial benefit of significant, ongoing operational cost savings far outweigh the incremental construction cost.

**APPENDIX A: SUGGESTED IMPROVEMENTS FOR SCORECARD DIRECTIONS SHEET**

# DIRECTIONS FOR COMPLETING THE CHPS CRITERIA SCORECARD

**Download the CHPS Criteria Scorecard at [www.chps.net](http://www.chps.net).  
Click on "CHPS Schools" or "Publications and Resources."**

## Summary

scorecard is

and it addresses

The CHPS Criteria are a flexible yardstick that precisely defines a high performance school, addressing areas such as energy efficiency, water efficiency, site planning, materials, and indoor air quality. Each area contains prerequisites and optional credits, with points assigned to each.

The CHPS Criteria Scorecard was developed by the Los Angeles Unified School District under a grant from the California Energy Commission and U.S. Department of Energy Rebuild America Program. The scorecard has been adopted by CHPS for use in all California school districts.

## When should the Scorecard be Completed:

1. The first scorecard can be obtained from the California Department of Education or from the CHPS web site. Please complete this scorecard to the best of your ability, at this phase of the process the scorecard functions as a design goal. This scorecard can then be sent to the CHPS office either electronically: [info@chps.net](mailto:info@chps.net) or by mail:

## CHPS

142 Minna Street, 2<sup>nd</sup> Floor  
San Francisco, CA 94105

[Change colon to "at"; add "at:" after "mail"]

[Change comma to a period; start new sentence "At..."]

currently requests

DSA-required

2. The Division of the State Architect is requesting that the Scorecard be submitted with the other design documents that are required by the DSA to your DSA Regional Office. This scorecard is accessible on the DSA website or CHPS Website.

3. Once the DSA has approved the plans the Scorecard does not need to be filled out for the third and final time until the construction process is complete. This same scorecard can be downloaded from the CHPS website and sent electronically or to the street address.

The scorecard stays the same after the DSA approves the plan. It is filled out for the third and final time after construction is fully completed.

## APPENDIX B: PARTICIPANT SURVEY WITH COMPLETED SCORING

### Southern California Edison CHPS Participant - Introduction Script and Survey

Participant Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Contact 1: Date \_\_\_\_\_ Time \_\_\_\_\_ Call Back 1: Date \_\_\_\_\_ Time \_\_\_\_\_

Contact 2: Date \_\_\_\_\_ Time \_\_\_\_\_ Call Back 2: Date \_\_\_\_\_ Time \_\_\_\_\_

Contact 3: Date \_\_\_\_\_ Time \_\_\_\_\_ Call Back 3: Date \_\_\_\_\_ Time \_\_\_\_\_

Important issues to remember for this survey:

1. The customer responses are strictly confidential.
2. You will be representing Southern California Edison; professionalism and politeness is as important to us as getting results. If scheduling a call back, be sure to set up a time that is convenient to the customer.
3. Please give out the specific SCE utility contact name and number for the customer to contact if they have any questions or concerns about the call.
4. All of the questions refer back to the training workshop they participated in December 2002.
5. Respondents are welcome to contact Ed Lovelace at SCE at (626) 302-1697 for any questions/concerns.

#### Opening Script

Hello, this is (name) calling on behalf of the California High Performance Schools (or CHPS – “Chips”) Program. We’re looking to reach recent workshop participants to ask some follow up questions about the workshop. Would this be/may I please speak with \_\_\_\_\_?

- If contact not available>Schedule call back
- If contact is different than the name provided >Reintroduce yourself, use above
- Refuses to participate>Thank for their time and end call

Continue:

This is not a sales or telemarketing call. Southern California Edison, who sponsored a CHPS program workshop recently, is simply interested in following up with you to learn how well the program has worked for you and other folks who have participated so far. This is only a short survey of about 10 minutes. Could I go over these questions with you now?

- IF YES > Continue
- IF NO > Attempt to reschedule

SCREEN 1: First, just to verify – do you recall participating at the CHPS workshop in Tulare last December?

- Yes- Continue
- Unsure- Politely probe if hesitant or unsure
- No- Politely thank and terminate; note error on contact sheet

[IF UNSURE, USE THESE AS PROMPTS TO VERIFY > the contact's name is shown on the registration sheet; it was a one-day workshop held at the Southern California Edison AGTAC in Tulare; the exact date was December 3, 2002]

These questions are mostly short answer, and all of your responses are confidential. All of the answers will be added together so that no participant can be identified. It will take only about ten minutes.

Some questions give you a choice to answer as a score from 1 to 5. One is always the lowest or most negative number, five is always the best or most positive.

Could I please first ask some quick snapshot questions about your self and your firm or organization?

DEMO1: Just to confirm - your firm/organization is...?

1.  Public school    2.  Private school            3.  Architectural firm
5.  Consulting firm > SPECIFY \_\_\_\_\_
98.  DK/Refused

DEMO2: Can you please tell me your title and a brief description of your position?

1. Title: \_\_\_\_\_
2. Position: \_\_\_\_\_            98.  Refused

DEMO3: How many years have you been at this organization and position?

A. Years at organization (Avg = 15) B. Years at position: (Avg = 9.5)

Do you recall how you learned about this program? [CODE TO BEST FIT OR WRITE RESPONSE]

1. Letter/brochure/direct-mail notice, etc. from the utility **5 RESPONSES**
2. Picked up/given a brochure or information from another source.
3. Referred by a utility account representative **1 RESPONSE**
4. E-mail from the utility **1 RESPONSE**
5. Newsletter or brochure from an association

6. Word of mouth from another professional (contractor, peer, etc.)
  7. Other   1   **RESPONSE** > “Internet”
98. DK/Refused/Can't recall **1 RESPONSE**

We want to understand how well the marketing has worked to promote the program. Could you please choose from one of these three possibilities which best describe how aware you were of it.

[READ CHOICES – ASK RESPONDENT TO SELECT ONE]

1.   4   **I saw or heard about the program only once** - I didn't hear or see anything again about the program after the first time
  2.   4   **I had or might have seen/heard something about it more than once.** - I believe/know I was aware of it at least one more time in the same way or from another source
  3.   1   **I definitely did see or hear about the program a few times** - I was definitely aware or reminded of it several times after I first learned about it
98.   0   **Refused/don't know**

[INTERVIEWER: FOR THE NEXT QUESTIONS, PLEASE ASK FOR THE RESPONDENT TO GIVE A SCORE, AND READ THE CHOICES – AN EXPLANATION IS SHOWN IN PARENTHESES TO USE AS PROMPTS IF THE RESPONDENT IS UNSURE]

When you first heard or learned about it, how hard or easy was it for you to understand what the program is offering and why it is beneficial?

1.   0   **Difficult** (didn't understand at all, had to ask/call someone for explanation)
  2.   1   **Somewhat difficult** (Understood it had to do with reducing energy use, didn't quite understand how it worked)
  3.   2   **Not too difficult** (Pretty much understood what it was, no big questions or uncertainty)
  4.   6   **Not at all difficult** (Mostly all understandable the first time I heard/read it)
98.   0   **Refused/don't know**

How well did the workshop meet the expectations you had for what it was all about?

1.   0   **Did not meet any of my expectations**
  2.   1   **Partially met my expectations**
  3.   6   **Met most of my expectations**
  4.   2   **Completely met my expectations**
  5.   0   **Exceeded my expectations**
98.   0   **Refused/don't know**

One objective for the workshop was to explain benefits of high performance schools. Can you please list off for me what you know or can recall what those benefits are?

[DO NOT PROMPT; ALLOW THE RESPONDENT TO COME UP WITH AS MANY AS HE/SHE CAN CITE, AND CODE TO BEST FIT; CHECK ALL THAT APPLY]

1.   6   **Lower operating costs**
2.   2   **Higher test scores**
3.   0   **Increased attendance**
4.   0   **Increased teacher satisfaction and retention**
5.   0   **Lower liability exposure**
6.   1   **Lower environmental impact**
7.   1   **[Other answer given not fitting any above] (“Planning for future”)**
8.   2   **Cannot recall any**

Another objective was to describe best practices and the scoring criteria. Can you please list off for me what you know or recall as the best practices and scoring criteria in determining a high performance school?

[DO NOT PROMPT; CODE TO BEST FIT; CHECK OFF EITHER FOR DIRECT ANSWERS OR AT LEAST ONE OF THE POSSIBLE MENTIONS; CHECK ALL THAT APPLY]

- 0   **Site** [Possible Mentions: Code compliance, transportation, construction erosion control, light pollution reduction, post-construction management]
- 0   **Water** [Possible Mentions: Water use budget, reduce landscaping water use, reduce indoor water use]
- 0   **Energy** [Possible Mentions: Energy efficiency, natural ventilation, renewable energy, system testing and training, commissioning, energy management systems]
- 0   **Materials** [Possible Mentions: Recyclables management, site waste management, building or resource reuse, use of renewable materials]
- 1   **Indoor environmental quality** [Possible Mentions: Daylighting, low-emitting materials, pollutant source control, indoor air quality, acoustics, ASHRAE code complianc, system controls]
- 0   **District resolutions** [Possible Mentions: Resolutions, indoor air quality management plan, maintenance plan, equipment performance standards, use of green power, alternative fuel buses and vehicles]
- 0   [Other answer given not fitting any above] \_\_\_\_\_
- 8   **Do not/cannot recall any**

**FOR SCHOOL OFFICIALS ONLY – ALL OTHERS SKIP TO Q12**

What would you gauge your school district’s level of motivation and interest in CHPS to be?

1.   0   None
2.   1   Very low
3.   2   Somewhat low
4.   1   Somewhat high
5.   1   Very high
98.   0   DK/REFUSED

[IF ANSWER TO Q7 IS 1, 2, OR 3, ASK Q8; OTHERWISE SKIP]

Why is that? What are the barriers or issues that you see? [RECORD ANSWER]

**“Program not clear” = 1, “High cost” = 1, “Interested but no money” =1**

Have you used, or plan to use, the CHPS best practices and scoring criteria in your school’s development plans?

1.  YES – USING NOW (0)
  2.  YES – WILL USE (3)
  3.  NO (2)
- IF NO > SKIP TO Q11

How useful is the CHPS program towards your school’s development plans?

[CODE TO BEST FIT – OKAY TO PROMPT]

1.   0   Not at all useful [Strong negative perceptions]
2.   0   Not too useful [Some definite negative perceptions]
3.   1   Somewhat useful [Some minor negative perceptions]
4.   2   Very useful [Mostly positive perceptions]
98.   0   DK/REFUSED

**IF RESPONSE TO Q10 IS 1,2, OR 3, ASK Q11 BELOW; OTHERWISE, SKIP TO Q12**

What are the reasons why it’s less than useful? > RECORD ANSWER

**“Construction cost is expensive” = 1, NR = 8**



**FOR ARCHITECTS AND DESIGNERS ONLY – ALL OTHERS SKIP TO END QUESTIONS**

Have you used or plan to use the CHPS best practices and scoring criteria in your project work with schools?

1.  YES – USING NOW (1)   2.  YES – WILL USE (3) 3.  NO (0)  
IF NO > SKIP NEXT QUESTION (NR = 4)

How useful have you found the CHPS program to be towards your school construction work?

[CODE TO BEST FIT – OKAY TO PROMPT]

1.   0   **Not at all useful** [Strong negative perceptions]  
2.   0   **Not too useful** [Some definite negative perceptions]  
3.   1   **Somewhat useful** [Some minor negative perceptions]  
4.   0   **Very useful** [Mostly positive perceptions]  
98.   3   **DK/REFUSED**

**IF RESPONSE TO Q13 IS 1,2, OR 3, ASK Q14 BELOW; OTHERWISE, SKIP TO Q15**

What are the reasons why it's less than useful? > RECORD ANSWER

**“Limited scope of work” = 1, NR = 8**

How many school districts are you currently working with that is/will be incorporating the CHPS program in their planning? (Avg = 2) [ENTER “NA” IF DON’T KNOW/REFUSED]

How many school districts are you working with/will be working with right now?

(Avg = 0) [ENTER “NA” IF DON’T KNOW/REFUSED]

**IF THE ANSWER TO Q16 IS LARGER THAN Q15, ASK Q17 BELOW ; OTHERWISE SKIP**  
Why? What are the reasons the other schools aren't using or won't use the program? > RECORD

ANSWER (NR = 9)

**END QUESTIONS**

Overall, how satisfied were you with the workshop's overview method of presenting the CHPS program?

1.   0   **Very dissatisfied**
2.   1   **Somewhat dissatisfied**
3.   0   **Neither satisfied or dissatisfied**
4.   6   **Somewhat satisfied**
5.   2   **Very satisfied**
98.   0   **DK/REFUSED**

Are there any other comments (compliments or suggestions for improvement) that you would like to provide? **None = 7, “Overview of CHPS benefits” = 1**

Thank you very much for your time. Your help will ensure that this program will contribute successfully to the success of California schools.