ENERGY IS EVERYTHING

PG&E Career Connections

Program Manual
Draft
August 2, 2021

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1. Program Overview

1.1 Program Summary

California aspires to create a well-trained, highly skilled energy workforce to help the state achieve its ambitious GHG reduction goals. Ensuring people have access to information, training, services, and support to overcome disadvantages and find good jobs in a clean energy economy is key to achieving these goals.

To help build the next generation of energy workers, The Energy Coalition (TEC) proposes a K-12 workforce, education, and training (WE&T) strategy that will build a pipeline of skilled energy workers; achieved by opening energy education pathways for students. Target participants will focus on students in Hard-to-Reach (HTR) households and disadvantaged communities (DAC). The program supports all Career Connections (CC) desired outcomes and the future portfolio vision laid out in the IOUs' Business Plans.

EisE goals to develop the next generation of energy workers are:

1. Raise awareness and exposure to high-value energy career pathways for K-12 disadvantaged students;
2. Prepare students with the necessary knowledge, skills, and abilities (KSA) related to Integrated Demand Side Management (IDSM) subjects to attain and retain energy college and career opportunities;
3. Provide high-quality, flexible professional development training to boost educator experience and confidence in energy and Science, Technology, Engineering and Mathematics (STEM) topics, and;
4. Inspire students to adopt sustainable, pro-environmental behaviors.

The program contract begins on June 25th, 2021 and ends on January 31, 2025.

1.2 Roles and Responsibilities

The Energy Coalition (TEC) serves as the program implementer for the Energy is Everything (EisE) Statewide Career Connections program under contract with Pacific Gas and Electric Company (PG&E). This program implementer role includes program design, ramp-up, launch, implementation, evaluation, and reporting. TEC staff also serve as project managers providing project management, oversight, and technical assistance provided by engineering consultants. TEC project managers are participating local education providers' main point of contact when receiving EisE services. The table below presents the program-related roles and responsibilities for EisE and participating agencies.

PG&E Roles	Responsibilities
PG&E Program Manager (PM)	- Implementer oversight; - Implementer management, payments, any necessary corrective action, and monitoring elevated customer service complaints; - Review of Implementer performance and program performance including progress on their program's Key Performance Indicators (KPIs), program goals, budget adherence, timely delivery of reporting requirements; - Monitoring the Implementer's program administration for compliance with PG&E 3P EE Statewide Program requirements; - Managing any potential overlap that may arise between EE 3P Statewide NonResource Programs and new 3P Programs that are local to each IOU's service territory, including RENs; and - Serving as a single point of contact across IOUs for administering the contract.
TEC Roles	**Responsibilities**
Vice President of Programs	Program design, guidance and oversight.
Director of Workforce, Education and Training	Program design, implementation and management oversight.
Program Manager (PgM)	Primary point of contact, performance and deliverable management, partnership management and curriculum development management.
Project Manager (PM)	Management role in program administration and implementation, management of key metrics in contract performance, program staff performance oversight, partnership development, and curriculum development.
Project Coordinator (PC) Enrollment and Engagement	Support program implementation, Energy Educator and partner relationships, program reporting, data entry, and program organization.
Project Coordinator (PC) Marketing and outreach	Marketing and outreach support, development of program materials.
Climate Corps AmeriCorps Fellows	Support Energy Educator recruitment.

1.3 Program Partners

TEC has long-standing relationships with local education agencies, public agencies, and nonprofits in the energy and sustainability sectors across the state. Partners create rich learning experiences for students, enhance the program, and attract local education providers and Energy Educators. The table below highlights partner categories and the role they play in providing services to eligible student populations.

Partner	Mission	Role is to provide
County Offices of Education and School Districts	Transforming lives through life-long learning, education, and high-quality services	**Program ambassadors** **Curriculum** review and content **authentication** Energy Educator **training** and **outreach** Formal and Informal **Energy Educators**
Nonprofit Partners, STEM Ecosystems and Networks	Empowering individuals to achieve environmental and economic sustainability Building strong kids, families, and communities	**Field Educator candidates** Formal and Informal **Energy Educators** Energy Educator **training** and **outreach** **Program Ambassadors** **CTE** coordination, **Curriculum** review and content **authentication** **Field trips** **STEM/Energy career professionals**
Municipal Electric Utilities	Providing safe, affordable, and reliable electricity to local customers	**Complementary services** for local program **delivery** to K-12 students located within a joint service territory **Curriculum** review and content **authentication**
Post-Secondary	Enhancing lives through education, research, and public science	**Extended course credit** **Field Educator** candidates **Curriculum** review and content **authentication**

2. Program Eligibility Requirements

2.1 Enrollment Eligibility

EisE will recruit Energy Educators (formal and informal educators) across all grade levels (TK-12) to ensure a reach of a wide range of students. Students within all four Investor-Owned Utility (IOU) service territories receiving education services from formal and informal local education providers are eligible for services through the EisE program. TEC will provide equitable distribution of services using criteria that include the IOU service territories, demonstrated need, population, geographic territory, market gap analysis insight, and ad-hoc discussions with PG&E regarding program participants.

2.2 Identifying and Targeting Disadvantaged Local Education Providers

TEC's EisE framework targets and impacts students in HTR households and DACs. TEC's investment in building a local presence across these challenged California communities will support regional implementation through strategically placed Field Educators, Program Ambassadors, and Energy Fellows. EisE will also partner with CBOs that serve these communities. Furthermore, TEC will provide Energy Educators in these areas with the necessary resources to deliver high-quality, multilingual energy education and offer career pathways to their students.

EisE will serve a minimum of 510 local education providers. A minimum of 408 will be classified as "disadvantaged" local education providers and served over the three core program implementation years (80% of local education providers). EisE classifies a local education provider as "disadvantaged" by meeting one or more of the following criteria:
- Classified as Title 1;
- Classified as Free and Reduced Price Meal (FRPM) above 40%;
- Located in a zip code scoring in the top 25% statewide per CalEnviroScreen 3.0, or;
- Classified as rural.

TEC assesses the educational market annually to identify needs/gaps and inform program design and services; this includes a market analysis to identify gaps in delivery and communities to target disadvantaged local education provider enrollments. Significant market barriers limit the participation of students in HTR households and DACs. EisE meets all those barriers with innovations in program design and extended learning activities for students.

3. Program Delivery Process

3.1 Recruitment and Energy Educator Onboarding

TEC identifies, recruits, and enrolls participants through partnerships with local education providers and marketing directly to non-program enrolled Energy Educators. TEC identifies potential education providers through a comprehensive statewide market analysis process. After target participant identification, TEC staff reach out to curriculum or professional development contacts within local education providers to help market the program and promote program enrollment.

Targeted areas are identified and recruitment and outreach efforts focus on enrolling Energy Educators from these areas. Interested parties may come from outreach and engagement events, word of mouth referrals, and other communication outlets. Energy Educators from non-target local education providers will be enrolled on a case by case basis while giving priority to target local education providers. Energy Educators will be enrolled if they meet all program metrics, i.e. disadvantage local education provider criteria and grade-level for example.

3.2 Energy Educator Training Phase

Once an educator enrolls in EisE, they become an Energy Educator and are subject to completing the program requirements, including a program orientation training provided by TEC staff or trained program ambassadors. The training covers the program goals and student learning objectives, Energy Educator requirements and verification forms, curriculum and standards alignment, and additional program offerings. The Energy Educator will have the option to select between training in three formats:

1. Self-guided written training
2. Self-guided video training
3. Monthly live virtual or in-person training
   a. Offered two to four times a month based onEnergy Educator enrollment and local education provider/partner requests

3.3 EisE Implementation Phase

After receiving training and an in-depth review of program requirements, Energy Educators administer the pre-teaching survey to students and the Kickoff lesson introducing them to the Student Energy ACTIONS. After this, Energy Educators proceed to teach a minimum of four EisE lessons. After completing each lesson, Energy Educators submit a Lesson Reflection and Feedback form providing meaningful program feedback. Once finished teaching a minimum of four lessons, Energy Educators can submit a request for additional materials and teach additional lessons.

Energy Educators can also choose to participate in various enrichment experiences. These enrichment experiences help students bridge the divide between hands-on learning and

technical training needed for careers. They also offer opportunities for career exploration and professional development. Enrichment activities include, but are not limited to, field trips, career interviews, lab days, behavior change campaigns, extended learning credit, and project-based learning opportunities.

3.4 Energy Educator Ramp-Down Phase

To complete the student participant experience and provide valuable data, Energy Educators administer the post-teaching survey and complete the program evaluation form. Once these items are submitted, program staff provide a Student Learning Report detailing knowledge gains, behavior changes, and other implementation highlights that the Energy Educator and student group had. At this point, Energy Educators can enroll in the next program cycle and begin the process anew with their next group of students.

4. Curriculum and Materials

4.1 Alignment with California Department of Education (CDE) Content Standards

EisE aligns with Common Core in English/language arts, math, and English language development and includes best practices for differentiating learning by grade level and student academic needs. NGSS serves as the foundational theory that guides lesson development. All lessons incorporate three-dimensional learning. EisE also includes California Environmental Principles and Concepts and inquiry-based learning strategies.

Career pathways for grades 6–12 incorporated California Career Technical Education Model Curriculum Standards. TEC also incorporates Career and College Readiness Adult Learning standards, information from job reports, and Green Job Characteristics in planning and implementing career pathways offerings. TEC aligns the findings of these reports and characteristics with EisE and customizes it as needed, particularly for DACs.

4.2 IDSM

TEC incorporates IDSM topics into EisE and customizes subject matter by grade. Every EisE module, activity, video, campaign, and learning experience features three or more components of EE, DR, DG, storage, time-based rates, and EVs. Using IDSM as a foundation, EisE directly addresses PG&E's WE&T vision to decrease consumer energy use and GHG emissions through knowledge gain and action.

4.3 Program Offerings and Enrichment Experiences

- **1 Million Energy Actions (1MEA) Campaign.** Students learn to think about and use energy differently through behavior-based energy action campaigns that extend

beyond the classroom. 1MEA is a stimulating engagement campaign that teaches students about energy concepts and connects what they learn with energy actions at home and in their communities. The campaign engages Energy Educators, students, and families through an interactive website where students take pledges, answer trivia, complete a home energy audit, and track their daily energy use. Regular social media posts engage followers by highlighting EE, DR, and DG-related fun facts and calls to action. Energy Educators also receive the 1MEA newsletter monthly, with the latest actions to participate in the campaign.

- **Junior Energy Manager Certification.** Middle and high school students will apply scientific concepts and knowledge to earn certification as Junior Energy Managers. Students will learn and perform technical skills for data collection, monitoring, and auditing energy and water use, and executing a conservation campaign. In the process, they will meet practitioners and learn about EE careers. Developed initially as kWickbook High, this enhanced offering will launch by February 2022.

- **Career Technical Education (CTE).** EisE will enhance existing and facilitate additional articulation agreements between high schools and community colleges to enable high school students to take college-level technical courses for credits. CTE will launch by September 2021.

- **Internships.** Juniors and Seniors in high school will develop skills and apply them toward a specific scope of work as interns for TEC and selected program partners. Intern scopes will align to deliverables and capacity-building opportunities for the program, developing career pathway knowledge, and gain professional skills and insight from practitioners. Host sites will be selected through a project application process. Interns will also apply for internships and be selected by the host site after a screening and interview process. Internships will launch by May 2022.

- **Welcome Packet Add-on.** TEC will engage with 3P implementers that deliver residential resource-acquisition programs to drive additional savings while providing hands-on learning at home to expand family involvement. In coordination with the appropriate 3P implementers in each IOU territory, the program will supply select self-install EE measures with a family toolkit added to the student welcome packet. The resource program would cover costs for delivery and purchase of the resource measures. TEC will explore coordination opportunities to launch in Q3 2021.

- **My Future Energy Career.** EisE develops students' academic, technical, and employability skills by integrating energy concepts and hands-on skill development. EisE focuses on IDSM related careers that fulfill PG&E career connections goals and develop a skilled energy workforce pipeline, categorized by:
  - **Highest Potential for Energy Savings.** Careers include those tied to clean energy and EE with the most potential for energy savings, including energy program manager, IOU customer relations manager, solar and energy storage installer, and wind turbine technician

- **Completing Energy Savings Projects.** Careers include those that benefit from EE knowledge. Examples include architect, engineering, project management, technician, mechanical support, electrician, construction operator, equipment and appliance installer, maintenance worker, journey lineman, and gas utility worker
- **Educating Others with Knowledge, Resources and Skills to Act on Energy Saving Opportunities.** Careers include those that educate others such as academia, scientist, environmental scientist/specialist, sustainability coordinator/researcher/consultant/engineer, and geoscientist
- **Field Educator.** In partnership with California universities, college-aged students and adults new to the workforce earn credit, fieldwork hours, observation hours, and on-the-job training while supporting EisE local education providers. Field Educators are empowered through training and shadowing activities to conduct Lab Day lessons in the classroom and support field experiential learning activities. Field Educators accrue their required hours of field observation and student teaching experience, partnered with enrolled Energy Educators, by delivering EisE lessons. They are recruited throughout the statewide service territory and provide an in-person presence with local education providers. Field Educators help expand the program's reach at a minimal cost.

6. Disclosure and Auspice Clause

The PG&E implementer disclosure and auspice clause will be included as a footnote or small side note in all program materials. Although this information does not need to be emphasized, it should be clearly noted and accessible. The clause reads as follows:

"The Energy is Everything Program is funded by California utility customers and administered by Pacific Gas and Electric Company (PG&E) and supported by the state's other investor-owned utilities, (IOUs), under the auspices of the California Public Utilities commission. Program funds, including any funds utilized for rebates or incentives, will be allocated on a first-come, first-served basis until such funds are no longer available. This program may be modified or terminated without prior notice. Customers who choose to participate in this program are not obligated to purchase any additional goods or services offered by The Energy Coalition or any other third party. The selection, purchase, and ownership of goods and/or services are the sole responsibility of the customer. None of the IOUs make any warranty, whether express or implied, including the warranty of merchantability or fitness for a particular purpose, of goods or services selected by customer. None of the IOUs endorse, qualify, or guarantee the work of [implementer name] or any other third party. Eligibility requirements apply; see the program conditions for details."

7. Reporting

7.1 Quantifiable Metrics and Program Outcomes

EisE will complete ongoing and comprehensive reporting, monitoring, and evaluation of program performance to ensure the program is on track to meet goals and milestones and keep stakeholders fully informed of program operations and outcomes. The project teams collect data on all projects through the CRM database, including location, schedule, and program participation. Detailed reports to PG&E, the CPUC, and other applicable stakeholders provided annually, quarterly, monthly, or as requested by PG&E PM demonstrate progress and results.

Program performance is measured and reported regularly to PG&E through KPIs to deliver the quantifiable outcomes detailed below.

Quantifiable Outcomes					
Years	1 - 2021	2 - 2022	3 - 2023	4- 2024	Total
Number of Energy Educators* that received and utilized educational resources (for CC)	0	370	370	350	1,090
Number of students enrolled* (for CC)	0	34,000	34,000	32,000	100,000
Number of students provided with career awareness/experience (for CC)	0	34,000	34,000	32,000	100,000
Number of local education providers* served (for CC)	0	175	175	160	510
Minimum number of formal local education providers* served (for CC)	0	105	105	96	306
Number of disadvantaged local education providers* served (for CC)	0	140	140	128	408
Partnerships established	20	30	20	10	80
Verified student instruction & training hours	0	153,000	153,000	144,000	450,000

The following tables outline the program KPIs. This data is also used for program management purposes, such as identifying gaps, finding opportunities for improvement, and recruiting Energy Educators.

KPIs	
Outcomes	**Data Collected**
✓ Student gains	Quantitative and qualitative outcomes
✓ Behavioral metrics	
✓ Energy Educator confidence ✓ Program satisfaction	
✓ Energy Educator, student, and local education provider count	Energy Educator personal identification information (name, address, phone number), local education provider and district/organization information, grade(s) enrolled, lessons selected for implementation, student count
✓ Student instruction hours	Instruction hours delivered to students
✓ Partnerships established	Organization name, role and responsibilities, timeline
✓ Disadvantaged local education provider count	CalEnviroScreen percentage scores
	FRPM percentage for school sites Title 1 classification for school sites
	Rural classification

7.2 Energy Educator Forms for Data Collection

EisE collects program data from Energy Educators and students using the forms outlined below. All data collection forms are program requirements completed by enrolled Energy Educators via self-reporting, program staff observation, or mutual completion between Energy Educators and program staff via phone, email, or in-person communication.

1. **Program Interest Form (Optional)**
   a. **Purpose:** The interest form collects basic contact information from educators interested in participating in the program. This form is available to all

educators and interested partners. It is an initial point of contact and contact information collection point. Following form submission, EisE program staff will schedule time to provide a program overview and answer any educator inquiries. This initial engagement opportunity ensures that the educator is aware of the program offerings, enrollment steps, and requirements. This form can be used at events and shared between educators interested in learning more about the program.

2. **Program Enrollment Form**
   a. **Purpose:** Educators completing the enrollment form indicate program enrollment and agreement toward completion of all program requirements. Once the enrollment form is complete the educator becomes an Energy Educator. The enrollment form provides TEC the necessary Energy Educator and student data (number of students, grade level) for reporting. Energy Educators must complete an enrollment form, or for re-enrollment, verify student data with program staff for every unique student group receiving EisE lessons to access program materials and lessons. Re-enrolled Energy Educators do not need to complete the program introduction or training unless a refresher is required.

3. **Pre-Teaching Survey**
   a. **Purpose:** The pre-teaching survey evaluates the program enrolled students' knowledge of the core concepts related to energy and sustainability and initial environmental behaviors. The pre-teaching survey serves as a benchmark to quantify knowledge gain and behavior change after completing the lesson requirement.

4. **Lesson Reflection and Feedback**
   a. **Purpose:** The Lesson Reflection and Feedback survey form is one of the primary data collection methods of instruction and training verification hours. The form also provides immediate information to make real-time adjustments to curricula, inform program staff about teaching successes or challenges, and Energy Educator modifications or accommodations to include in lesson revisions. The form gives program staff the tools necessary to support Energy Educators by incorporating best practices and lessons learned.

5. **Post-Teaching Survey and Program Evaluation**
   a. **Purpose:** The post-teaching survey and program evaluation form evaluate the students' knowledge gain and behavior change against their pre-teaching survey benchmark data. Quantifying knowledge gain informs about the program's effectiveness and enables continuous improvement of EisE program materials.

7.3 CPUC Regulatory Reporting

EisE will comply with all CPUC regulatory reporting requirements by providing all program data to PG&E. EisE will supply the CPUC with additional program data upon request.

8. Program Quality Assurance and Quality Control

8.1 Program Policy Compliance

EisE will comply with all CPUC decisions and regulatory requirements that apply to third-party programs in PG&E's third-party energy efficiency portfolio.

8.2 Dispute Resolution Plan

EisE will prioritize participant satisfaction and will maintain a Customer Service Log to track customer and subcontractor issues and the responses to resolve them. EisE will report customer feedback issues to the PG&E Program Manager as a component of monthly reporting and as described above for issues unresolved within five business days.

If EisE program staff cannot resolve the issue to the satisfaction of the customer within five business days of receipt of the complaint, TEC will provide PG&E with a detailed description of the customer complaint and contact information of the customer and any other information requested by PG&E as needed to resolve the issue.

EisE will address any customer concerns during the customer's involvement throughout the program agreement term to resolve any issues during the five-year contract period. Any remaining customer service issues at the end of the Agreement Term period will be reported to PG&E at that time.

8.3 Limitation of Liability

Neither PG&E nor TEC will be liable to the other for any indirect, consequential, incidental, or punitive damages, or for any loss of revenue, profit, business, savings, or goodwill, regardless of the form of action or the theory of recovery, even if such Party has been advised in advance of the possibility of such damages.

In no event shall PG&E be liable for costs incurred by TEC or for any lost or anticipated profits or overhead on uncompleted portions of the Services rendered by TEC. TEC shall not enter into any agreement, commitments, or subcontracts connected with services that would incur significant cancelation or termination costs without the prior written approval of PG&E.

8.4 Change History Addendum

This EisE Program Manual will be updated continuously according to CPUC policy updates and evolving program needs. Program Policies & Procedures will be reviewed for potential updates monthly, and all updates will be tracked in the below change history addendum.

Revision Date	Affected Components & Pages

8.5 Program Data Requirements

EisE will collect and manage data to facilitate program activities that drive energy-saving projects in public agencies and build staff capacity to help save energy. EisE will coordinate with PG&E to identify ongoing data needs to support energy-saving projects and report on program KPIs. The program will capture, maintain, and report the agreed-upon data elements on an agreed-upon reporting schedule. EisE will timely respond to any request for additional program data for compliance purposes and support CPUC Evaluation Measure and Valuation (EM&V) efforts.

The table below presents key data elements required for program execution and evaluation.

Data Source	Data Collected	Collection Process
Student pre/post surveys	Quantitative and qualitative outcomes	Entered by Energy Educator in Google Form and uploaded into Excel spreadsheet for analysis, then added to Student Learning Report and CRM
Training pre/post survey Lesson reflection & feedback Program evaluation		
Enrollment Form	Energy Educator personal identification information (name, address, phone number), local education provider and district, grade(s) enrolled, sub-program(s)/ lessons, student count	Self reported by Energy Educators through a Google Form and uploaded into CRM
Enrollment Form	Instruction hours delivered to students	Identified via sub-programs/lessons

		selected by Energy Educator and uploaded into CRM
Community Partnership Agreement	Organization name, role & responsibilities, timeline	Reported by partner organization and entered into CRM
CalEnvironScreen 3.0	CalEnviroScreen scores	Overlay on GIS map zip code upload into CRM to match to local education provider addresses
California Department of Education	FRPM percentage by school site Title 1 classification by school site	Uploaded into CRM
United States Census Bureau	Rural classification	Overlay on GIS map census tract upload into CRM to match to local education provider addresses

8.6 Program Evaluability and Data Collection

TEC's secure, consistent data collection plan will ensure accurate reporting and analysis. The program will leverage its Salesforce Customer Resource Management (CRM) software to store and track all program management and reporting data. TEC will maintain rigorous evaluation, measurement, and verification protocols throughout program delivery. TEC staff will conduct regular data audits to maintain quality and analyze information. In addition to in-house expertise, TEC will enlist independent, industry-experienced data analysts to support continued refinement, delivery, and analysis of surveys, pre and post-survey, program evaluations, and focus groups.

Program data will be leveraged as needed for CPUC evaluation contractors and analyzed annually to inform program targeting and evaluation. Program performance data can be exported to produce customized and regular (quarterly proposed) program outputs and KPI status reports to PG&E. These reports can be discussed at program management meetings to ensure they are appropriately driving short, mid, and long-term program outcomes within the established budget. The reports can also showcase program activities and other information as requested.

Program Management Goal	Data Source	Data Collected	Collection Process
Market analysis	IOUs' service territory maps	IOU service territory	Overlay on GIS map zip code upload into CRM to match to education provider address
Outreach & recruitment	Program staff	Outreach activities completed	Collected by program staff and entered into CRM
	Mailchimp	Email marketing click rates	
	Website and social media analytics	Website visits Social media follows	
Field educators	Field educator enrollment form	Field educators personal identification Training date University affiliation	Self reported by field educators and entered into CRM by program staff

8.7 Data Management and Reporting Platforms

- Salesforce Customer Relationship Management (CRM) Platform
  - EisE will utilize TEC's existing Salesforce structure to track program activities, participant information, and project delivery milestones.
- Energy Star Portfolio Manager (ESPM)
  - The EPA Energy Star Portfolio Manager platform is an online tool for tracking facility energy consumption. EisE will utilize the ESPM platform as part of the Jr. Energy Manager Certification program to provide student participants with real-world data benchmarking and analysis opportunities.

8.9 Data Reporting Schedule

EisE data reporting activities and frequency are provided in the table below.

Report Type	Frequency
Milestone and Deliverable Reporting	Upon completion
Program Performance Reviews	Quarterly
CPUC Regulatory Reporting	Ad hoc
Final Program Performance Report	One-Time

9. Program Marketing Plan

9.1 Geographic Reach

TEC covers all major urban and numerous rural counties in California. TEC will leverage its significant virtual presence and regional partnerships, including hundreds of Field Educators and Energy Fellows, to facilitate curriculum sharing, professional development, and communication to reach geographically remote populations and allow for flexible participation.

There are no differences in program activities or strategies proposed by geographic region. EisE staff work with local education providers to customize program materials to address local requirements and unique needs. A detailed list of strategies and tactics for statewide service reach is detailed below.

- **Statewide Offices.** TEC has four offices located in Oakland, Irvine, Los Angeles, and San Diego. TEC staff supporting the EisE program are available and accessible to local education providers, students, and Energy Educators in program service regions statewide.
- **Distance Learning.** TEC's distance learning strategy ensures a broad geographical reach. EisE provides easily accessible lessons and learning materials to Energy Educators and students in HTR and remote geographic areas through its online learning platform. Program materials are provided in printed form and delivered to local education providers to ensure equitable access for those without the internet.
- **Program Ambassadors.** TEC often engages program ambassadors through program partners as essential marketing, outreach, and educator recruitment components. EisE ambassadors are school and district science coordinators or science specialists, and local education provider energy education champions who volunteer to be trained in EisE and, in turn, recruit and train other educators. Ambassadors are located throughout the state and provide in-person program support for local education providers served by the program.

- **Field Educators.** Field Educators accrue their required hours of field observation and student teaching experience, partnered with enrolled Energy Educators, by delivering EisE lessons. They are recruited throughout the statewide service territory and provide an in-person presence with local education providers.
- **Energy Fellows.** EisE recruits and hires Energy Fellows statewide to support program delivery in HTR and underrepresented communities.

9.2 Participant Acquisition and Marketing Plan

EisE recruits Energy Educators through successful direct and indirect marketing strategies and tactics that include but are not limited to the following:

Direct Marketing
- Educators and Local Education Providers
  - Outreach to educators and local education providers
    - In-person/online educator meetings;
    - Professional development workshops;
    - Participation in industry conferences and events;
    - In-person/virtual presentations;
    - Fall/summer re-enrollment campaigns, and;
    - Annual program evaluation/publication.

Indirect Marketing
- Peer-to-peer referrals (Energy Educators to non-enrolled educator peers)
  - Educator referral marketing toolkit;
  - Word-of-mouth recommendations, and;
  - Outreach to local education providers and program ambassadors.
- Online engagement and printed materials
  - Website;
  - Email campaigns;
  - Social media, and;
  - Informational flyers.

9.3 Outreach Timeline

Annual Timeline	Activities
Ongoing	Distribute monthly eblasts, quarterly newsletter and social media.
June - July	Develop/distribute marketing materials, host virtual informational sessions with external partners, and develop conferences and COE events.

August - October	Conduct presentations at conferences, COE events, and in partnership with local education providers, and engage with program enrolled Energy Educators.
February - April	Conduct professional development workshops, peer referral campaigns, introduce educator marketing toolkits, distribute marketing materials, and engage with enrolled Energy Educators.
May - July	Launch re-enrollment campaign, annual evaluation, and facilitate capacity building workshops.

9.4 Implementation Timeline

DEPENDENCIES	
Phase 1	Contract Execution IP Filed PG&E approval of all template (marketing & outreach) materials for launch
Phase 2	Community Partnership Agreements signed
Phase 3	All KPIs met annually
Phase 4	Program Ramp-Down Plan Date Program is No Longer Available for new Customers
Phase 5	Final Report Final Invoice

9.5 Key Messages

The following section outlines the primary key messages used throughout all EisE messaging. The program will develop detailed talking points to support these key messages for enrolled Energy Educators, partners, interested parties, and in all written and verbal communications.

- EisE builds the next generation of energy workers by building a pipeline of skilled energy workers to high-value energy career pathways for K-12 disadvantaged students;

- EisE prepares students with the necessary knowledge, skills, and abilities (KSA) related to Integrated Demand Side Management (IDSM) subjects to attain and retain energy college and career opportunities by opening energy education pathways for students.
- EisE inspires students to adopt sustainable, pro-environmental behaviors by ensuring people have access to information, training, services, and support to overcome disadvantages and find good jobs in a clean energy economy.
- EisE provides high-quality, flexible, professional development training to boost Energy Educator experience and confidence in energy and Science, Technology, Engineering, and Mathematics (STEM) topics.

10. Glossary of Terms/Acronyms and Definitions

Term/Acronym	Definition
1MEA/1 Million Energy Actions	Proposed behavior change campaign as part of the Energy is Everything (EisE) program.
Articulation Agreements	Formal agreements (often referred to as a partnership) between two or more educational institutions documenting the transfer policies for a specific academic program.
CalEnviroScreen	A screening tool that evaluates the burden of pollution from multiple sources in communities while accounting for potential vulnerability to pollution's adverse effects. CalEnviroScreen ranks census tracts in California based on potential exposures to pollutants, adverse environmental conditions, socioeconomic factors, and prevalence of certain health conditions. Data used in the CalEnviroScreen model come from national and state sources.
Career and College Readiness Adult Learning Standards	Standards that reflect the content most relevant to preparing adult students for college success, technical training programs, work, and citizenship, in English language arts/literacy and mathematics.
CBO/ Community-based Organization	Nonprofit groups work at a local level to improve residents' lives, focusing on building quality across society in healthcare, environment, quality of education, access to technology, access to spaces, information and more. Assumptions include communities represented by CBOs are typically disadvantaged, HTR, and staffed by local community members.

CC/Career Connections	Career Connections (CC) is one of three components of the IOU's WE&T portfolios and is a third-party program that targets K-12 students by supporting teachers and organizations training future generations of the energy workforce.
CCAC/Climate Corps AmeriCorps	An award-winning fellowship program that provides professional development opportunities for emerging leaders through implementation of sustainability and resiliency projects with local governments, nonprofits, and for-profit businesses.
CCC/California Community Colleges	A post-secondary education system in California that includes the Board of Governors of the California Community Colleges and 73 community college districts, serving more than 2.1 million students.
CCSS/Common Core State Standards	State standards detailing what K–12 students should know in English, language arts, and mathematics at each school grade's conclusion.
CDE/California Department of Education	The California Department of Education defines the knowledge, concepts, and skills that students should acquire at each grade level.
COE/County Office of Education	By law, county offices have various forms of oversight over local districts and some charter schools. They include: approving the school district's annual budget, ensuring sound fiscal operations, and monitoring the quality of school facilities, instructional materials, and teachers. The majority of California's county offices of education are governed by a locally elected county board of education and operated by a locally elected county superintendent. County board members serve as a link between the community and the county office of education and its superintendent.
CPUC/California Public Utilities Commission	Government entity that regulates privately owned electric, natural gas, telecommunications, water, railroad, rail transit, and passenger transportation companies.

CSU/California State University	A public university system in California with 23 campuses and eight off-campus centers serving over 484,000 students. It is one of three public higher education systems in the state, with the other two being the University of California system and the California Community Colleges System.
CTE/Career Technical Education	Model curriculum standards that prepare students for post-secondary education and training, helping them make a smooth transition into the workforce. They bolster California's standards-based education system by incorporating cutting-edge knowledge about career options, technology, and skills required for success in adult life. CTE prepares students for post-secondary education and training and helps them make a smooth transition into the workforce. They bolster California's standards-based education system by incorporating state-of-the-art knowledge about career options, technology, and skills required for success in adult life. CTE is also known as vocational training.
CRM/Customer Relationship Management	A technology platform for safely and securely managing all company relationships, interactions with customers and potential customers, and data tracking and maintenance.
DAC/Disadvantaged Community	Defined by the CPUC as communities scoring in the top 25% of census tracts statewide on the set of 20 different indicators in CalEnviroScreen.
Disadvantaged Local Education Provider	A local education provider who meets one or more of the following criteria: Classified as Title 1; Classified as Free and Reduced Price Meal (FRPM) above 40%; Located in a zip code scoring in the top 25% statewide per CalEnviroScreen 3.0, or; Classified as rural.
DG/Distributed Generation	Electric power producing devices or equipment not directly connected to the bulk electric system, includes both generators and electric storage devices.
Distance Learning	A study method in which lectures are broadcast or classes are conducted by correspondence over the internet, without the student's need to attend a physical campus. Distance learning increased as the mode of delivery for most local education providers responding to COVID-19 restrictions to in-person learning and interactions.

DR/Demand Response	Demand Response is short-term changes in electricity usage by end-use customers from their normal consumption patterns. Demand response may be in response to changes in the price of electricity; participation in programs or services designed to modify electricity use; in response to wholesale market prices, or; when system reliability is jeopardized.
Energy Educators	Formal credentialed teachers, teachers on special assignment (TOSA), LEA science leads/directors/specialists, and informal educators such as troop leaders, parents, or other local education program provider curriculum leads.
EE/Energy Efficiency	Activities or programs that stimulate customers to reduce customer energy use by making investments in more efficient equipment or controls that reduce energy use while maintaining a comparable level of service as perceived by the customer.
Energy Fellows	Fellows recruited, hired, and trained by Climate Corps AmeriCorps. They are mission-driven emerging climate protection leaders who gain career experience while meaningfully contributing to the environmental field.
EisE/Energy is Everything	TEC's proposed program to deliver CC, targeting K-12 students by supporting teachers and organizations training future generations of the energy workforce.
Environmental Principles and Concepts	These examine the interdependence of human societies and natural systems and are the foundation of the model Education and the Environment Initiative Curriculum. The California State Board of Education approved framework guidelines that call for incorporating adopted Environmental Principles and Concepts into relevant subject matter, including science.
EV/Electric Vehicle	An electric vehicle (EV) is a vehicle that uses one or more electric motors or traction motors for propulsion.
Field Educators	UC, CSU, and community college students (frequently student-teachers) completing education or sustainability majors requiring field or observation hours, trained in EisE lessons, and paired with Energy Educators to deliver hands-on lessons and activities within local education providers.

Formal Educators	A credentialed teacher providing instruction to students in a formal classroom setting.
FRPM/Free and Reduced Price Meals	As defined by the CDE, based on the federal poverty guidelines and determined by household size. Children from families with income at or below 130 percent of the poverty level are eligible for free meals. Those with income between 131 percent and 185 percent of the poverty level are eligible for reduced-price meals.
HTR/Hard-to-reach	As defined by the CPUC, customers who do not have easy access to program information or generally do not participate in energy efficiency programs due to a language, income, housing type, geographic, or homeownership (split incentives) barrier. Hard-to-reach business customers also include factors such as business size and lease (split incentive) barriers.
Informal Educators	An educator providing before/after school, outdoor, environmental, or camp-style instruction in a non-classroom setting.
Inquiry-Based Learning	A form of active learning that starts by posing questions, problems, or scenarios that contrasts with traditional education, which generally relies on the teacher presenting facts and their knowledge about the subject.
IDSM/Integrated Demand Side Management	Integrated customer demand side programs, such as energy efficiency, self-generation, advanced metering, and demand response, delivered in a coherent and efficient manner.
KPI/Key Performance Indicator	Key performance indicators (KPIs) refer to a set of quantifiable measurements used to gauge overall performance.
KSA/Knowledge, Skills & Abilities	Knowledge – the subjects, topics, and items of information that an employee should know at the time he or she is hired or moved into the job. Knowledge represents bodies of information that are applied directly to the performance of work functions. Skills – technical or manual proficiencies which are usually learned or acquired through training. Skills should be measurable and observable. Abilities – the present demonstrable capacity to apply several knowledge and skills simultaneously in order to complete a task or perform an observable behavior. Abilities may also relate to

	personal and social attributes, which tend to be innate or acquired without formal instructions. Abilities are enduring talents that can help a person do a job.
Local Education Providers	Schools, after-school programs, or other education program implementers include YMCAs, Girl Scouts, libraries, troops, and other education program providers.
LEA/Local Educational Agency	A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.
NGSS/Next Generation Science Standards	K–12 science content standards that set the expectations for what students should know and be able to do. These standards incorporate different learning styles that appeal to how students learn best: phenomena-based, hands-on, collaborative, and founded in exploration and inquiry.
PDT/Professional Development Training	Development training including attending conferences, informal learning opportunities, and obtaining or maintaining professional credentials. There are various professional development approaches, including train-the-trainer, consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision, and technical assistance.
Program Ambassadors	Often recruited through program partners, as an essential component of marketing, outreach, and energy educator recruitment. EisE ambassadors are science coordinators, specialists, and energy education champions who volunteer to be trained in EisE and, in turn, recruit and train other educators. Ambassadors are located throughout the state and provide in-person program support for local education providers served by the program.
Rural Communities	Areas with a population fewer than 1,000 persons/square mile per the United States Bureau of the Census.
STEM/Science, Technology, Engineering, and Math	An interdisciplinary approach to learning where scientific and engineering concepts come together with real-world experiences as students apply science, technology, engineering, and mathematics. Students make connections between school, home,

	community, and careers developing STEM literacy and a competitive edge in high-demand energy careers.
TEC/The Energy Coalition	A California-based nonprofit organization that empowers communities to leap into the future of clean energy and designs meaningful training, standards-based curriculum and interactive activities for learners of all ages. Proposed WE&T CC program implementer through Energy is Everything (EisE).
Title 1	Entities using Title I, Part A federal funds to meet students' educational needs in California schools. Funds support effective, evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. Title I-funded schools are either Targeted Assistance Schools (TAS) or Schoolwide Program (SWP) schools.
TK/Transitional Kindergarten	Often referred to as TK, this is a free public school program for 4-year-olds who turn 5 between Sept. 2 and Dec. 2. It is essentially an extra public school grade that began in 2012 and is designed to be a bridge between preschool and kindergarten.
UC/University of California	A public research university system in the state of California composed of campuses at Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara, and Santa Cruz, along with numerous research centers and academic abroad centers.
WE&T/Workforce, Education & Training	A Program that's part of each IOU's EE Business Plan that trains the future and incumbent energy workforce and supports EE resource programs. WE&T is non-resource and has three components: Career Connections (CC), Career & Workforce Readiness (CWR), and Integrated Energy Education & Training (IEET).