

# **A Framework for Energy Education and Training Program Portfolio Valuation**

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## **Introduction**

Evaluators have taken many approaches to assessing the value of energy education and training programs. What appears to be lacking in the current toolkit, however, is a systematic way of characterizing the types of education and training courses being offered, as well as a process for determining the overall value of the energy education and training “portfolio” or program. In much the same way that investors characterize and value various attributes and features of different stocks and assets in their financial portfolio, this poster presents a framework for developing a similar type of valuation system.

The framework draws on research and analysis completed for a recent evaluation of California’s Statewide Education, Training and Services (ETS) Program. During 2004-2005, more than 1,000 different energy education and training courses were offered through this program, ranging in such diverse topics as basic energy efficiency concepts, energy code and standards updates, photovoltaic (PV) technologies, sustainable building design practices, and other end-use and sector-specific topics.

## **Approach**

The approach taken in this study was to characterize features and attributes of the energy education and training courses, as well as the actual attendees (over 30,000 people attended courses during 2004-2005). The characterization process was meant to provide descriptive information for each course (e.g., who attended, what was the course format, how often was the course offered, what did the course cover, etc.) based on a thorough review of course materials and attendance lists, indepth interviews with utility program managers and course designers, and a telephone survey with over 1,500 course attendees.

Next, a set of categories was developed to represent the full range of objectives the different Energy Center courses were designed to address. Examples of the categories developed include: addressing direct, measurable energy savings potential; reaching a broad (or targeted) set of participants; providing direct linkages to another utility program (e.g., a rebate program); and emphasizing strategic or innovative concepts in the energy efficiency and related fields.

Each course was then assigned a score for each of these categories, and the scores were aggregated across all courses offered during 2004-2005 to produce a “dashboard scorecard” for each of the Energy Centers. This dashboard scorecard provides program managers and planners with means to interpret the value of their overall energy education and training program portfolio. The dashboard scorecard also allows program designers to easily identify gaps in the program portfolio to guide them in developing new program offerings.