

School Energy News Wire

A Newsletter for Efficient & Climate Friendly Schools

SCHOOL ENERGY COALITION ADVOCATES FOR EFFICIENCY AND GENERATION FUNDING SEEKS STATE AND FEDERAL PATHWAYS FOR PROJECTS AND EQUIPMENT

A new advocacy organization, the School Energy Coalition (SEC), dedicated to funding for energy-efficient and renewable school projects will hold its first meeting during the C.A.S.H. Annual Conference on **February 22 at 3:30 p.m. in Room 317/318** of the Sacramento Convention Center.

The group will focus on school participation in state and federal programs and developing new funding opportunities and legislation that will promote school projects that reduce energy use, generate utility savings, and produce clean renewable power for our students and communities throughout California.

SEC will fight for dedicated energy programs that will provide pathways to real dollars for school projects, along with technical assistance and training for schools that will ensure that these projects will provide the savings promised and maximum system efficiency.

President Obama and Governor Brown have seen the value of energy saving construction projects,

renewable power and green jobs. New programs are being developed now for green projects that may or may not include K-12 schools and community colleges. We will seek state and federal sources for project and equipment funding that specifically includes or targets schools.

Below is state Legislation recently introduced that could impact school energy projects:

- **AB 23 (Simitian)** Requires utilities to buy more renewable power for the state
- **SB 1 (Steinberg)** Clean Energy and Renewable Energy Partnership establishing school-business partnerships
- **SB 35 (Padilla)** Public Interest Energy Research Program renewal
- **SB 118 (Yee)** Requires schools to put energy projects out to bid
- **SB 128 (Lowenthal)** Funding High Performing Schools

Schools must have a voice as these bills move forward and other regulatory actions are considered by the California Public Utilities Commis-

sion (CPUC) and the California Energy Commission (CEC). The Air Resources Board (ARB) is also developing a market for carbon credits which could provide more resources for entities that are proactive in reducing greenhouse gasses. Will schools be allowed to participate in this market?

Join us as we become the first advocacy organization dedicated solely to school energy projects and be part of the movement to seek state and federal financing pathways specifically for schools with energy projects.

Our Executive Board:

- Art Hand, Lodi USD;
- Steve Ma, Monterey Peninsula Community College District;
- Bill McGuire, St. Helena USD;
- Jeff Baratta, Piper Jaffray; and,
- Brad Harlow, Johnson Controls.

For more information:

Anna M. Ferrera, Director
aferrera@m-w-h.com
(916) 441-3300

Editor's Note: This is a newsletter devoted to schools with an interest in energy efficiency and renewable energy projects. Forward your thoughts, comments and request for more information on items in this newsletter to: aferrera@m-w-h.com

What's Inside...

<i>Obama's Energy Budget</i>	2
<i>Texas School Solar Plant</i>	2
<i>Conservation vs. Efficiency</i>	3
<i>SB 118: Bidding for Projects</i>	3
<i>Wind for Schools Project</i>	4
<i>"Schools of the Future"</i>	4

PRESIDENT'S ENERGY BUDGET INVESTS IN INNOVATION & CLEAN ENERGY

U.S. Secretary of Energy Steven Chu detailed President Barack Obama's \$29.5 billion Fiscal Year 2012 budget request for the Department of Energy, emphasizing that it is part of an Administration-wide plan to win the future by out-innovating, out-educating and out-building the rest of the world. At the same time, the FY 2012 budget request makes tough choices, cutting programs and expenses to underscore the Administration's commitment to fiscal responsibility and shared sacrifice.

"The United States faces a choice today: will we lead in innovation and out-compete the rest of the world or will we fall behind? To lead the world in clean energy, we must act now. We can't afford not to. Through our investments, we are laying the groundwork for the nation's future prosperity and security," said Secretary Chu. "While we are investing in areas that are critical to our future, we are also rooting out programs that aren't needed and making hard choices to tighten our belt. Additionally, we are improving our management and operations so we function more efficiently and effectively."

Specifically the President's FY 2012 budget request for the Department of Energy:

- Puts the nation on the path to reach a bold but achievable goal of generating 80% of America's electricity from clean sources by 2035, as called for by the President.
- Supports groundbreaking basic science, research and innovation

to solve our energy challenges and ensure that the United States remains at the forefront of science and technology.

- Leads in the development and deployment of clean and efficient energy technologies to reduce our dependence on oil, accelerate the transition to a clean energy economy and promote economic competitiveness;
- Strengthens national security by reducing nuclear dangers, maintaining a safe, secure and effective nuclear deterrent and cleaning up our Cold War nuclear legacy.
- Advances responsible environmental management by cleaning up hazardous, radioactive legacy waste from the Manhattan Project and the Cold War.

Some highlights in the FY 2012 budget include:

- \$3.2 billion for energy efficiency and renewable energy programs, because investing in clean energy will strengthen our security, protect our planet, and create countless new jobs here at home.
- Promoting renewable energy and energy efficient projects with \$300 million in credit subsidies to support approximately \$3-4 billion in projects.

TEXAS MIDDLE SCHOOL TARGETS 'NET ZERO ENERGY' WITH 582 KW SOLAR PLANT

This summer Lady Bird Johnson Middle School, part of Irving Independent School District in Texas, will go online with a new 582 kilowatt solar installation. The move is part of a plan to make the school the largest "net zero middle school in the United States," according to the district.

A "net zero" facility, as the school described it, is one that consumes no more energy than it produces. LBJ Middle School's net zero design consists of a system of low-weight, cylindrical solar panels covering the facility's entire 150,000 square foot roof. Forty solar modules wired in parallel will make up each solar panel used in the system. The district will be able to monitor energy production and consumption via a Web-based management tool.

The building itself will be made of energy-efficient materials, which will allow the school to consume half the energy of a typical middle school, according to information released by the district.

Scott Layne, Irving ISD assistant superintendent for support services, explained that the super-efficient building will also become a living laboratory for students. "The zero-energy school will reinforce teaching and learning as it becomes an extended classroom. With the use of efficient materials and cutting-edge renewable energy technology, the building

(Continued on Page 3)

THE DIFFERENCE BETWEEN ENERGY CONSERVATION AND ENERGY EFFICIENCY

Energy efficiency is a far cry from the energy conservation images and practices of old - of doing with less or doing without, of being uncomfortable or less comfortable. Energy efficiency takes advantage of advances in technology and tremendous strides in computer, electronics, lighting, windows, HVAC and other appliances to provide significantly better and smarter services.

Energy efficiency means:

- Using advanced and state-of-the-art technologies to provide better quality energy services with less energy.
- Getting the most productivity from every unit of energy.
- Getting the desired energy services with less energy use and lower total cost.
- Using energy wisely.
- Eliminating energy waste.
- Using technology to easily reduce energy use without having to daily “remember” to do it yourself.

When energy efficiency is combined with smart energy practices — like turning off lights, TV’s, computers, and electronics, that you’re not using — all of the benefits above are compounded.

SB 118 TO REQUIRE BIDDING FOR SCHOOL ENERGY PROJECTS

In the early 1980s, when California was trying to develop alternative energy sources, then-Assemblyman (and former Governor) Gray Davis authored a law that exempted solar panels from competitive bid requirements.

However, high-profile controversy over non-bid solar project contracts in Oakland and Huntington Beach, have caused a Northern California Senator to introduce legislation requiring competitive bids for such projects.

Senate Bill 118 (Yee) seeks to “save taxpayers millions of dollars by requiring public agencies to use a

competitive bidding process for energy-related projects.”

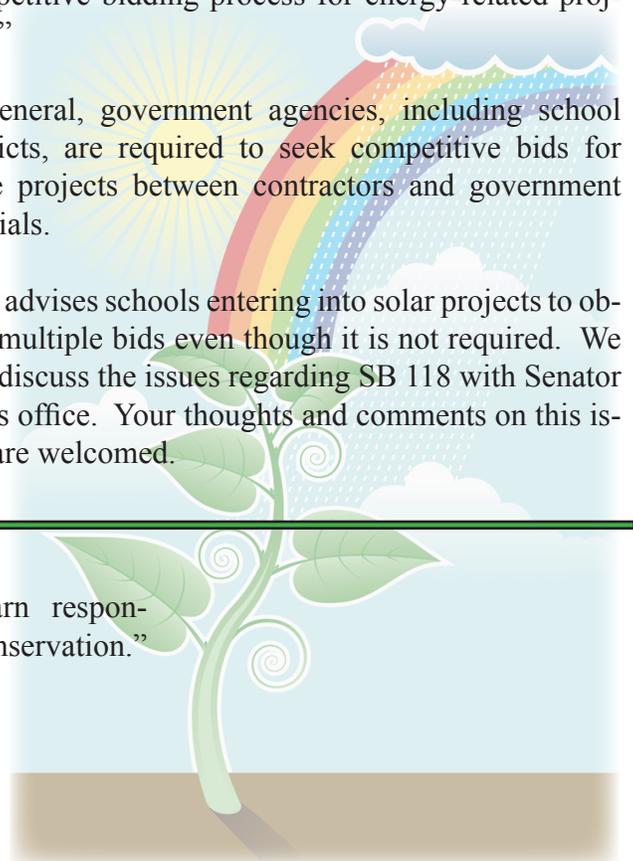
In general, government agencies, including school districts, are required to seek competitive bids for large projects between contractors and government officials.

SEC advises schools entering into solar projects to obtain multiple bids even though it is not required. We will discuss the issues regarding SB 118 with Senator Yee’s office. Your thoughts and comments on this issue are welcomed.

(Texas, continued from Page 2)

transforms into a three-dimensional learning space,” he said in a prepared statement “Students will learn through practical, hands-on experiences. Issues such as geothermal science, rainwater collection, solar panel usage, and wind turbine efficiency

will help students learn responsibility for energy conservation.”



SPI UNVEILS ‘SCHOOLS OF THE FUTURE’ GROUP FOCUSED ON EFFICIENCY AND GENERATION

SPI Torlakson launches effort to increase school projects using energy efficiency and renewable power.

“Investing in energy efficiency will help our schools save money – now and over the long run – and show students that we’re concerned about the environment and their future.”

Torlakson made this statement while awarding \$848 million in federal tax credits for a wide variety of school construction projects.

The SPI said he was creating a

“Schools of the Future” team, comprised of education, state, labor and business leaders to make it easier for schools to build energy efficiency into every project, remove regulatory barriers, and identify potential funding sources.

The team will also make recommendations on the California Department of Education’s (CDE) role in the process, including identifying best practices and providing technical assistance to California’s school districts and County Offices of Education.

“We are bringing creative think-

ers together from our schools, from state agencies, from labor, and from the business community and we’re giving them a mission: make California’s schools leaders in energy efficiency and renewable energy,” Torlakson said.

The \$848 million in federal tax credits was the portion available to California under the federal Qualified School Construction Bonds, a part of the American Recovery and Reinvestment Act (ARRA). CDE received 130 applications for the credits, totaling more than \$2.5 billion in requests.

VIRGINIA SCHOOL INSTALLS WIND TURBINE WITH RECOVERY ACT SUPPORT

On Friday, February 11, the U.S. Department of Energy (DOE) joined with local and state leaders in Heathsville, Virginia to announce the first school in Virginia to participate in DOE’s Wind for Schools project. Northumberland Middle and High School is participating in the Wind for Schools project through a \$20,000 Recovery Act grant from the Virginia Department of Mines, Minerals and Energy, funded by DOE’s State Energy Program.

Friday’s ceremony included the installation of a 2.4 kilowatt wind turbine, which will be used as an educational aid while providing the school with clean, renewable energy. Northumberland Middle and High Schools’ involvement in DOE’s Wind for Schools project answers President Obama’s call to improve and expand science, technology, engineering, and mathematics education nationwide, while encouraging

the adoption of clean, renewable energy in communities.

Northumberland Middle and High School will work with nearby Rappahannock Community College and the Chesapeake Bay Governor’s School in order to broaden the reach of the Wind for Schools projects in the state. Students from all three schools will be able to access data generated by the wind turbine.

This will provide an opportunity for students to apply math and science concepts to practical applications and will help increase Science, Technology, Engineering, and Math (STEM) literacy so that all students can learn and think critically in STEM. These classroom opportunities will also help prepare students to be leaders in America’s clean energy future.

The Wind for Schools project, now

active in 11 states nationwide, helps address the Nation’s need for a skilled wind energy workforce that can support the expanding development and application of wind technologies.

The Wind for Schools project is funded through the Department of Energy Wind and Water Power Program’s Wind Powering America initiative. Wind Powering America promotes the responsible deployment of wind energy in the United States by building networks of experts and interested parties, engaging communities, and providing impartial technical information.

For more information on the Wind for Schools project, visit the Wind Powering America website. For more information on the Department of Energy’s efforts to advance wind energy, visit the Wind and Water Power Program website.
