



Addressing the affordability gap through behavior change & education

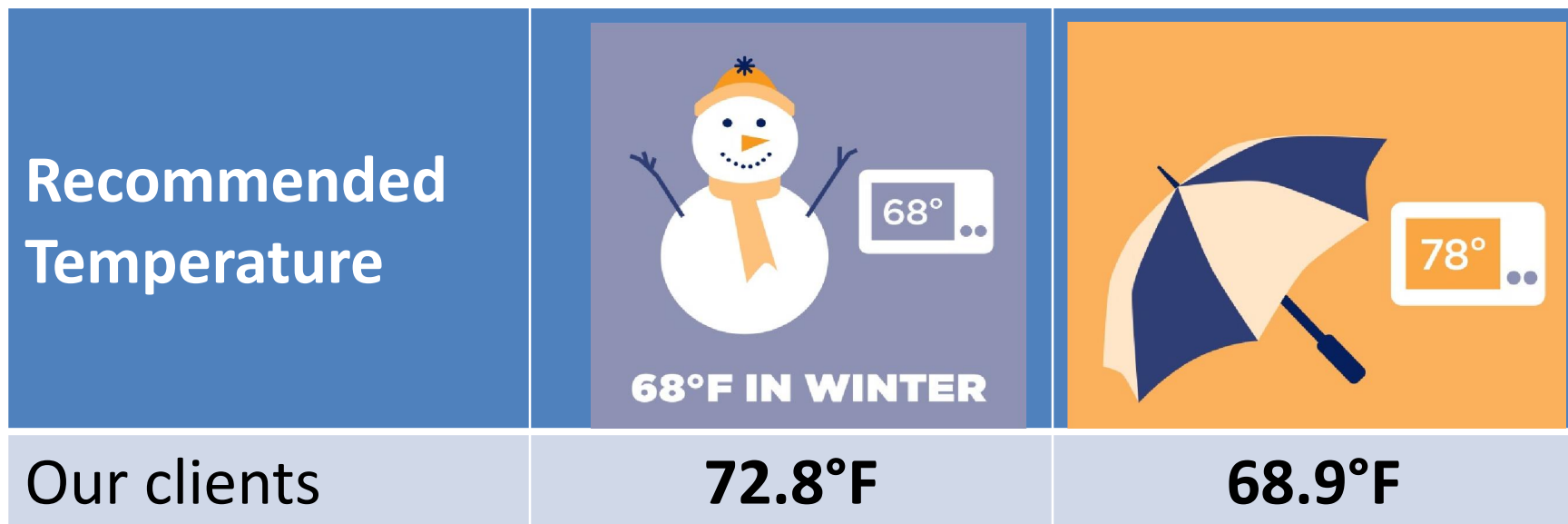
BECC 2014
Myriam Tourneux

Home energy affordability gap

Bill > 6% gross income (478,996 Marylanders)

Below 50% FPL: 38%; 200% FPL: 8%

Can Behavior change solve the issue?



Data: Fisher, Sheehan & Colton, Public Finance and General Economics, May 2013

Who do we work with and for?



**Senior | Woman | Renter |
Disabled | Worker | In Crisis
Transient | Budget billing |
Single parent**

Challenges & barriers

Availability (*crisis, daycare, several jobs*)

Focus on other primary needs (*rent, food, medication*)

Transportation (*no car, medical and disabling condition(s)*)

Literacy (incl. computer)

Lack of energy education

Education and energy “**boring**”, not “**sexy**”

Defiance toward landlords and utility companies

“Can I access your service?”

- Go where clients are already going
 - In-person workshops at partners' locations (*implementation*)
- Remote access
 - Educational game (*implementation*)
 - Smartphone friendly
 - www.wattwatchersmaryland.org
- Go where people live
 - Community-programs (*pilot*)
 - Affordable housing



“Why should I care?”



Empowerment

“Those who do feel powerless are not informed because the reality is **you have all the power and all the control**“, *Leslie Broadway*

By the way, this is an education program...

- Fun as a group, demonstration (in-person)
- Audience-driven (in-person)
- Gamification (online)

<chapter4-quiz\chapter4-quiz.html>

- Family project (online & in-person)



GAME NIGHTS

CLICK TO LEARN MORE



MOVIE NIGHTS

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EXPERIMENTS

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ARTS & CRAFTS

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Impact evaluation (RCT)

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Sebastien Houde (University of Maryland)



Program Design ↔ Evaluation Design

Key Words

Access | Empowerment | Credibility | Partners | RCT |
Benefits | Fun



INDIVIDUALS

Thank you!

Fuel Fund of Maryland

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