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Redundant Suggestions Plus RE: CA literacy, low-income homeowners, social media

Thank you for allowing me to speak today at your IEPR Joint Agency Workshop Advancing Energy Equity meeting. I have no idea if I made enough sense; I was trying not to run over the 3 minutes. I am repeating the same ideas here with a little backup.

1. Another big equity barrier besides 'English as a Second Language', in Sacramento, California and elsewhere, is literacy. On top of all we don't have time to read, on top of all the new technology which has seemingly embraced typos and grammar problems, California students have a history of not doing well in English. I am not an expert at literacy data, but it is regularly doled out by the Sacramento Public Library. This library system has created a literacy heat map at : communityliteracymap.org. There is additional data on English Language Arts (ELA) testing, for 2017 for example at: <https://caaspp.cde.ca.gov/sb2017/Search?lstTestYear=2017>. and "Smarter Balanced Results" at <https://caaspp.cde.ca.gov/sb2017/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=1&lstCounty=00&lstDistrict=00000&lstSchool=0000000>

1a. Knowing the literacy problem, I suggest use as few acronyms as possible. Acronyms can easily confuse and "leave people in the dust." Also, we might want to avoid colloquial phrases, like the one I just wrote, though they are fun and habitual to use.

1b. I suggest making complex information as basic as possible to reach your largest audiences.

1c. Embrace your good speakers and customer service representatives. They are of unique and high value. Educating by speaking can be exhausting, but some do it well. It is easy to "fumble" when being instantaneous with response.

2. Low-income adult homeowners probably have little interest in spending money on items that are not absolutely necessary. Although this meeting gave great examples of tribes investing in photovoltaics, rounding up the average low-income homeowners in Sacramento probably would not give the same results.

2a. This meeting's suggestion of a tariff approach that does not bill the homeowner for energy upgrades, but instead bills the property, could make sense.

2b. I might guess that marketing energy upgrade improvements might do better with multi-unit owners, like landlords, more so than individual low income owners.

3. I would suggest using social medium to a greater extent to educate "the masses". When you post, I suggest working to set examples, editing posts if necessary - with notes that the post is edited, removing typos and grammar issues. If you change your mind about an issue and/or feel

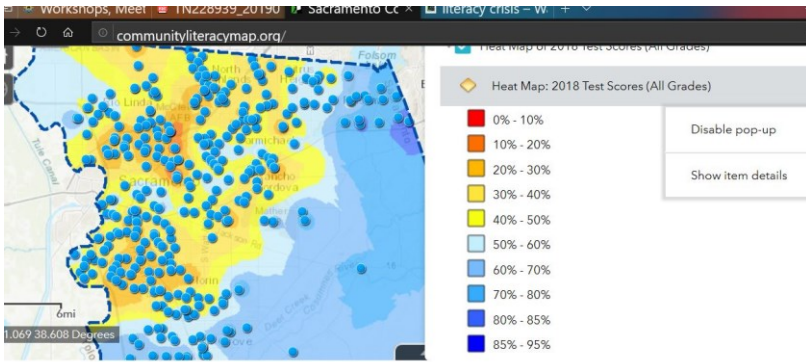
as though previous data was bad, that can be explained too. Social media posts are easy to share, cost little, and can advertise to large populations, including people with low literacy rates. I also suggest trying to work with the frictional audience, the cyber bullies, that might respond negatively. This is completely not easy to do. However, if you have a product and/or data that you are convinced will benefit those who react badly, and if you can react civilly and carefully with convincing data, if you are protected by a strong information technology department, and can protect yourself somehow with legal aliases, you might "win" more ways to educate the tougher audience.

3a. Example 1: Since utilities are having planned outages, customers are reportedly buying more generators. "Grab the bull by the horns" on this issue: suggest alternatives and/or alternative behaviors.

3b. Example 2: Since there are some great examples of multi-unit buildings increasing energy efficiency with energy upgrades, I suggest posting these examples more heavily on social media. The "May is Bike Month" website for a while gave "badges" (graphic art icons) to those that accomplished goals. Similarly, an award can be shown with a graphic that indicates success. Making a bigger deal over these investments, to a broader, less literate, more public audience could achieve more understanding.

3c. Example 3: Today's meeting had many programs I had not heard of before. The "One Stop Shop" program sounds good for those that interact a lot on the phone, have the strength to negotiate with governmental processes, and if there is a budget for customer service representatives. Also, posting these programs on social media more might make sense.

Additional submitted attachment is included below.



LITERACY PROVIDERS

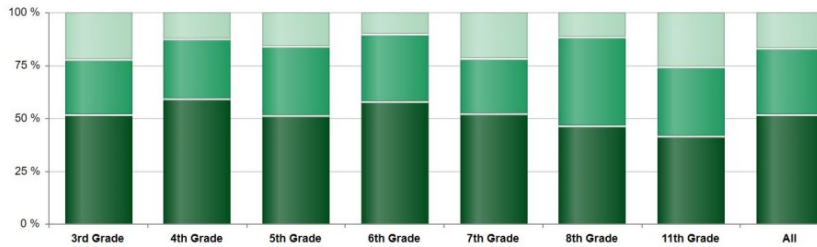
https://caspp.cde.ca.gov/sb2018/ViewReportCAA?ps=true&lstTestYear=2018&lstTestType=A&lstGroup=1&lstC

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

California Alternate Assessments Results (2018)

CAA ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



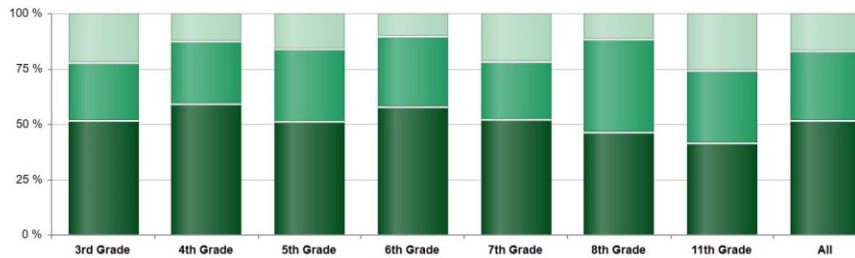
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California Alternate Assessments Results (2018)

CAA ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



scoring calculations.

Reporting Performance Level Descriptors

English Language Arts/Literacy Performance Level Descriptors

Grade	Level 3—Alternate	Level 2—Alternate	Level 1—Alternate
Grades 3—8 and 11	The student showed understanding of core concepts in English language arts/literacy.	The student showed foundational understanding of core concepts in English language arts/literacy.	The student showed limited understanding of core concepts in English language arts/literacy.

Mathematics Area Performance Level Descriptors

Grade	Level 3—Alternate	Level 2—Alternate	Level 1—Alternate
Grades 3—8 and 11	The student showed understanding of core concepts in mathematics.	The student showed foundational understanding of core concepts in mathematics.	The student showed limited understanding of core concepts in mathematics.