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**DATE:** September 30<sup>th</sup>, 2016  
**TO:** Charles Kistler, First State Community Action Agency  
**FROM:** Daniel Bausch and David Carroll, APPRISE  
**SUBJECT:** Findings from In-Depth Interviews of RRHACE Assurance 16 Clients and First State's Energy Educator

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The purpose of this memo is to furnish First State Community Action Agency (First State) with findings from in-depth interviews conducted by APPRISE for the Assurance 16 Energy Education component of the Repair Replace Heaters and Conserving Energy (RRHACE) program. APPRISE staff interviewed enrolled clients in the Assurance 16 Energy Education program to ask them about their experience in the program, their understanding of the program goals, and their interactions with First State's Energy Educator. In addition, APPRISE staff interviewed First State's Energy Educator to discuss the program process, including how clients are enrolled, how education is provided, and how performance is monitored and assessed.

These interviews are part of a comprehensive Process Evaluation described in the APPRISE memo submitted to First State on 12/21/2015. The purpose of this Process Evaluation is to provide First State and the Delaware Department of Health and Social Services (DHSS) with information to assess whether the program model is meeting the stated objectives, to confirm if protocols and procedures are being successfully implemented, and to identify any barriers to service delivery that need to be addressed through program modifications. This memo provides findings related to the RRHACE program's LIHEAP Assurance 16 Services.

## **I. RRHACE and LIHEAP Assurance 16 Program Description**

The RRHACE program is designed to provide eligible low-income Delaware homeowners with a customized set of free services that match each household's needs. Those services include the following:

- Heating Equipment Assessment and Services – The status of the heating equipment is assessed and equipment is repaired or replaced as needed.
- Healthy Homes Assessment and Services - The status of the housing unit and household are assessed on an array of Healthy Homes indicators and services are provided to address potential hazards in the home.
- LIHEAP Assurance 16 Services – Staff identify opportunities for clients to reduce the amount of energy they use and to improve the household's ability to maintain their energy services.

The LIHEAP Assurance 16 Services are delivered as a supplemental “add-on” program that compliments the main RRHACE heating equipment assessment and services by providing additional services to a subset of RRHACE clients. The Assurance 16 program is supported with federal Low Income Home Energy Assistance Program (LIHEAP) funds that are allocated to First State by the Delaware Department of Health and Social Services (DHSS), which oversees the Delaware LIHEAP program (DEAP). “Assurance 16” refers to Section 2605(b)(16) of the federal LIHEAP statute, which specifies that LIHEAP Grantees may “use up to 5 percent of [allocated] funds, at its option, to provide services that encourage and enable households to reduce their home energy needs and thereby the need for energy assistance, including needs assessments, counseling, and assistance with energy vendors.”

The LIHEAP Assurance 16 program is designed to reduce participating clients’ need for energy assistance through the provision of energy education services, budget counseling, and assistance with energy vendors. The Assurance 16 program is closely integrated with the primary RRHACE heating equipment assessment and service delivery, but it includes distinct steps to enroll clients and provide energy education services. The program process for LIHEAP Assurance 16 is as follows:

1. For a portion of new RRHACE clients, First State’s on-staff Energy Educator will accompany First State Inspectors on the initial Site Inspection visit, which is conducted to inspect the client’s broken or malfunctioning heating equipment, determine whether the equipment can be repaired or should be replaced, and to identify other potential hazards in the home.
2. During the Site Inspection, the Energy Educator explains to clients that energy education is an available component of the RRHACE program, describing how energy education will allow clients to learn ways to lower their energy bills by reducing their energy consumption. The Energy Educator attempts to enroll clients in the Assurance 16 program by explaining the program details, having the client sign a pre-assessment form that is filled in by the Energy Educator, and having the client sign a utility waiver form authorizing the release of their monthly billing data to First State.
3. The Energy Educator provides personalized energy education services during or after the Inspectors assess the heating equipment and interview the client. The energy education includes several different steps:
  - a. The Energy Educator reviews the EcoKit that is provided by First State during the Site Inspection visit.
  - b. To assess opportunities in the home, the Energy Educator conducts a walk-through of the home with the client, identifying where items from the EcoKit could be installed and indicating specific ways clients can reduce energy based on a visual inspection of their home and appliances.
  - c. The Energy Educator provides a brochure with tips to save energy in the home.
  - d. The Energy Educator asks questions from the pre-program assessment form about client household characteristics, the client’s energy bills, client goals, and additional information the client would like to receive.

- e. The Energy Educator asks the client if they have recent energy bills and would like her to review them and discuss them. If they do, the Energy Educator reviews the bill and tries to inform the client about whether their usage appears to be high, average, or low, and to ask about equipment and energy-related behaviors to identify what may be the drivers of usage and the potential opportunities for reducing their energy bill.
4. Within one to two weeks of the initial Site Inspection, clients receive an Orientation Packet which includes a copy of the utility waiver form, information on upcoming program workshops, and any additional information clients may have requested during the initial pre-program assessment with the Energy Educator.
5. Throughout a client's enrollment in the program, the Energy Educator notifies clients about upcoming program workshops that they are invited to attend to receive energy and budget management education.
6. Throughout a client's enrollment in the program, the Energy Educator will provide additional energy education, assistance with energy vendors, or assistance with budget management if the client requests this.
7. After about four months, clients receive their first Energy Report Card, comparing their current usage for the past quarter to their projected usage based on their usage during the same time period of the prior year. Clients will receive four Energy Report Cards during their enrollment in the program (one every quarter).
8. When clients complete the program after one year on enrollment, the Energy Educator expects to return to the clients' homes and conduct a post-assessment. She will discuss any questions or concerns with the clients and provide clients with their certificate of completion and final Energy Report Card.

This timeframe for the LIHEAP Assurance 16 program is approximately one year.

## **II. In-Depth Interview Purpose**

One valuable means of evaluating how a program is implemented is to speak directly with a sample of program participants about their experience in the program and to speak with key program implementers about how they approach their work. Used in conjunction with program data and other information, in-depth interviews allow for a richer contextualized understanding of how program services are delivered.

APPRISE conducted in-depth interviews with participants in the Assurance 16 program and with First State's Energy Educator. These in-depth interviews were conducted to help answer the following key questions about the Assurance 16 program:

- Assurance 16 Client Characteristics – What kinds of clients are enrolled in the program?
- Client Outreach and Targeting – How does First State target clients for enrollment? How does First State conduct outreach for the program?
- Client Enrollment and Pre-Assessment – How did clients learn about the Assurance 16 services? Did clients think participation was required? Why did these clients participate?

- Provision of In-Home Energy Education – Do clients recall having a home visit with the Energy Educator? Did clients receive educational materials or other items or equipment? What types of energy education did clients receive? Did the Energy Educator review and discuss the client's energy bills with them? Have clients attended any workshops?
- Education Workshops – What kinds of workshops are provided to clients? Do clients attend these workshops? Did clients find these workshops helpful and valuable? How does First State coordinate and advertise the workshops?
- Education Follow-up Activities – What follow-up contacts does the Energy Educator make with clients? What additional services are provided after the in-home energy education?
- Client Actions Resulting from Energy Education – Have clients taken any actions to reduce energy usage as a result of the energy education they received? What are the common actions clients are taking? Are there any recommended actions that clients have not taken? Are clients planning on taking additional steps to reduce their energy usage?
- Client Perceptions of Program Outcomes – Has participation in the program changed clients' understanding of energy usage and helped them reduce their energy usage? Have clients seen a change in their energy bills since enrolling in the energy education program?
- Client Interactions with the Energy Educator – How do clients view their experience with the First State Energy Educator? Did they find the information that was provided to be valuable?
- Awareness of Program Goals, Protocols, and Client/Educator Responsibilities – What do clients believe are First State's responsibilities regarding the program? What do clients believe are the client responsibilities? Are clients aware of the program protocols, requirements, and timeline?
- Overall Client Satisfaction – Are clients satisfied with the energy education and the program? What do clients believe can be done to improve the program?
- Perceptions of Program Strengths and Challenges – What does the Energy Educator believe the program is accomplishing? What are the main challenges the Energy Educator faces?

### **III. In-Depth Interview Approach**

#### *Client Interviews*

APPRISE worked with First State staff to select clients for the in-depth interviews. First State provided APPRISE with a list of clients enrolled in the Assurance 16 program from February to April 2016. APPRISE randomly selected two clients from each of Delaware's three counties, selecting a total of six clients from this list.

Once the six clients were selected, APPRISE compiled information for all six clients from the RRHACE Data Tracking System and the Assurance 16 participant list in order to prepare for conducting the interviews. Although the six selected clients received program services during approximately the same time period, the clients varied in county of residence, electricity provider, reception of disconnect notices, need for emergency assistance, and the number of workshops they had attended according to information collected by First State.

- County – Two clients were from Sussex County, two were from Kent County, and two were from New Castle County.
- Electricity Provider – Delmarva Power was the electricity provider for three clients, the City of Milford was the electricity provider for one client, Delaware Electric Co-op was the electricity provider for one client, and one client's electricity provider was not provided.
- Disconnect Notices – Four clients had received disconnect notices, while two clients had not received disconnect notices. Only one client who received a disconnect notice had been disconnected.
- Bill Payment Assistance – Five out of six clients received bill payment assistance.
- Workshop Attendance – One client attended three workshops, one client attended two workshops, one client attended one workshop, and three clients did not have information indicating that they had attended any workshops since enrollment.

APPRISE Research Associate Camille D'Andrea contacted the clients directly to explain the research effort and conduct the survey, scheduling the interview for a later date if necessary. Ms. D'Andrea began calling the clients on August 9, 2016 to conduct the phone interviews. Clients were called between 9AM and 5PM, making multiple attempts and leaving messages on every other attempt.

Interviews were completed with five of the six targeted clients. Interviews were completed using an Interview Guide that included topics and questions to structure and direct the interview. Interviews were recorded with respondent approval. Interviews took place between August 11, 2016 and September 1, 2016. The average interview length was approximately 20 minutes.

Following the interviews, APPRISE staff reviewed the interview notes and recordings and drafted interview summaries.

#### Energy Educator Interview

APPRISE interviewed First State's Energy Educator on September 15<sup>th</sup> for approximately one hour. The interview was conducted by APPRISE Senior Policy Analyst Dan Bausch. Following the interview, APPRISE staff reviewed notes and summarized the interview.

## **IV. Client In-Depth Interview Findings**

This section provides a summary of the findings from the in-depth client interviews.

#### Assurance 16 Client Characteristics

- All five interviewed clients had at least one vulnerable household member when they received program services.

- All five clients had an unemployed household member.
  - Four out of five clients had a disabled household member.
  - Two out of five clients were elderly.
- Interviewed clients varied in their marital status.
  - One client was single.
  - Two clients were married.
  - Two clients were widowed.
- Clients faced different circumstances regarding disconnection and emergency assistance.
  - Three out of five clients received a disconnect notice in the last 12 months prior to program enrollment.
  - One clients had been disconnected in the last 12 months prior to program enrollment.
  - Four out of five clients reported received emergency energy assistance.
- Clients differed in how they described their energy bills before participating.
  - Four of the five clients reported that their energy bills were very high prior to participating in RRHACE. Two clients reported recent monthly bills exceeding \$1,000 prior to participating in RRHACE.
  - One of the five clients indicated that his energy bill amounts were “about right” and were not a major source of concern.

#### Client Enrollment & Pre-Assessment

- While clients initially seek assistance through RRHACE due to broken or malfunctioning heating equipment, many clients are also interested in learning ways to save energy and lower their energy bills.
  - Four of the five clients indicated that they wanted to learn ways that they could save energy.
  - One client mentioned that saving energy was a primary reason she sought assistance from RRHACE – not merely problems with her heating system.
  - One client said “I would rather do it myself than have someone else do it...I took this opportunity to learn about these things for myself.”
- Three of the five clients indicated awareness that they did not have to enroll in the energy education portion of RRHACE, while two of the five clients said that they viewed it as a basic part of the core RRHACE program and should participate.



- Four of the five clients remembered the Energy Educator visiting their home, but one did not specifically recall the Energy Educator or a home visit.

#### Provision of In-Home Energy Education Services

- Clients reported receiving similar energy education materials and low-cost measures from the Energy Educator.
  - Four of the clients reported receiving the brochure with energy saving tips. Three of the four recalled the content of the brochure, while one did not remember what the brochure discussed.
  - Four of the clients reported receiving items from the EcoKit, including light bulbs, weatherization materials, and low-flow aerators.
  - One of the clients reported receiving reminder stickers to place by light switches that tell household members to turn the lights off when they leave.
- Three of the five clients confirmed that the Energy Educator discussed their energy bills with them.

#### Energy Education Workshops

- Client participation in available workshops varied from no participation to frequent participation.
  - One client reported attending about six workshop sessions.
  - Two clients said they attended one workshop session.
  - One client indicated enrollment in an upcoming workshop session.
  - One client did not attend any workshop sessions.
- All three clients who attended at least one workshop session attended the “Ways to Reduce Energy Bills” workshop. One of the three clients also attended sessions for the “Financial Literacy” workshop and the “Conservation & Safety for Kids” workshop.
- One client reported that family members attended the workshop sessions, saying “even my children and grandchildren have attended.”

#### Education Follow-up Activities

- Only one of the five clients reported additional conversations with the Energy Educator after enrollment and the initial provision of energy education during the Site Inspection.
- Three of the five clients mentioned receiving information about upcoming workshops in the mail or via phone. Two of the clients did not recall receiving any information about upcoming workshops, but one of these clients had attended a workshop.

- Two of the clients stated that they expected more information about saving energy would be provided to them. Three of the clients indicated they did not know if any other information would be provided.

#### Client Actions Resulting from Energy Education

- All five clients reported specific actions that they had taken as a result of their participation and the information or materials they received.
- Clients reported implementing several different types of actions after receiving energy education through the RRHACE program.
  - Three clients reported turning off lights more frequently than prior to program participation.
  - One client reported using the low-flow showerheads included in the EcoKit.
  - Three of the clients reported reducing the use of appliances or electronics.
  - Four clients mentioned unplugging appliances with “vampire” use that previously were always plugged in.
  - One client mentioned changing the temperature on their thermostat to use less energy for air conditioning.
- All five clients reported they implemented the key actions that the Energy Educator had recommended.
- One of the five clients mentioned planning to implement additional actions to save energy, but three of the five clients reported that they have no plans to take additional action due to completing all the actions they could.

#### Client Perceptions of Program Outcomes

- Four of the five clients said that their understanding of home energy use has changed as a result of the energy education they received.
- Four of the five clients reported that the program has helped them to use less energy.
- Three of the clients reported that their bills have decreased since participating in the program, while two indicated that their energy bills are about the same as they were before participating in the program.
  - One client with a decreased energy bill said “my energy bills are now reasonable and not very high like they were before.”
  - One client that reported no change said “the bill has not been reduced...It seems like they did not do that part.”
- Two of the three clients who reported lower energy bills also said that the energy bills still remained high and were unaffordable.



- Clients reported related, but distinct benefits of the program.
  - Three of the five clients reported lower bills as the biggest benefit of the program.
  - One client reported learning and obtaining knowledge about energy as the biggest benefit of the program.
  - One client reported the materials received and the education at the workshops as the biggest benefit of the program.

#### Client Interactions with Energy Educator

- All four clients that recalled meeting the Energy Educator reported positive interactions with the Energy Educator.
  - One reported that “she was knowledgeable, professional, and responsive.”

#### Awareness of Program Goals, Protocols, and Client/Educator Responsibilities

- All five clients indicated they did not know how long the program was and were not aware of a specific enrollment term.

#### Overall Client Satisfaction

- Three of the five clients were satisfied with the energy education they received, but two of the clients were not satisfied.
  - One satisfied client said the energy education “was superb”.
  - Another satisfied client said “The energy education has been good and I’ve learned a lot.”
  - One dissatisfied client stated that “the energy education they provide is fine, but it is not enough...With a limited income, advice is not helpful if the person can’t afford to make the changes.”
  - Another dissatisfied client said “I did not receive any energy education beyond common sense.”
- All five clients reported that scheduling and logistics for the program were not difficult and were reasonable.
- One client stated that the program could be improved by including information about how homeowners can make home repairs.
- All five clients reported that they would recommend participation in the program to others.

## **V. Energy Educator In-Depth Interview Findings**

This section provides a summary of the findings from the Energy Educator interview.

### Client Outreach and Targeting

- The Energy Educator reported two primary forms of outreach for the Assurance 16 program.
  - Outreach to current participants in RRHACE is done by attending the Site Inspection visit and informing clients about the energy education component of RRHACE.
  - Outreach to potential participants is done by advertising “the energy education piece of the program” in the context of general advertising for RRHACE. The Energy Educator provides outreach to the general public via a network of community partners, including nonprofit organizations, religious establishments, and local governments.
- In general, there is not specific targeting of clients. The main determinant of who is targeted for enrollment is the Energy Educator’s availability to accompany Inspectors on Site Inspection visits.

### Client Enrollment

- The Energy Educator enrolls clients during the initial Site Inspection of the home heating equipment. The Energy Educator reported that she explains the program and describes the benefits of energy education, including learning ways to lower bills. The program is described as an added benefit of RRHACE and is not described as optional or mandatory.
- Approximately 50 clients were enrolled as of September 2016.
- The Energy Educator reported that only one or two RRHACE participants have indicated they do not wish to participate in the energy education program.
- The primary barrier to enrollment is the limited time of the Energy Educator to attend Site Inspection visits and enroll clients.

### Provision of In-Home Energy Education Services

- The Energy Educator provides energy education in client homes during the initial Site Inspection and enrollment into the Assurance 16 program.
- The Energy Educator reported the average time spent providing energy education to the client was approximately 10 to 20 minutes, including explaining the program.
- The Energy Educator reported that there is currently not a formal procedure for identifying which types of education to provide to a household. All clients initially receive standardized energy-saving tips, followed by specific energy education that the Energy Educator determines may be useful based on the pre-program assessment.
- The Energy Educator reported providing each client with the following materials:
  - A brochure with tips to save energy.

- A calendar with energy saving tips.
  - Information about upcoming workshops.
  - Specialized brochures or materials to address specific energy-related issues (provided if needed)
- The Energy Educator discusses the client's energy bills with them and asks them about concerns, potential causes of high usage, and goals.

### Education Workshops

- The Energy Educator reported that approximately nine workshop sessions have taken place during Fiscal Year 2016. She reported that these workshops take place in different counties, and the content is adjusted based on the time of year.
- The Energy Educator described the three workshops offered to clients.
  - "Ways to Reduce Energy Bills" provided do-it-yourself information and is conducted in partnership with Home Depot.
  - "Financial Literacy" discussed budgeting tips to help clients manage monthly expenses.
  - "Conservation & Safety for Kids" taught children basic ways to help save energy and remain safe in their homes.
- The Energy Educator coordinates and attends all workshops.
- The Energy Educator reported that it was challenging to gain substantial attendance at the workshops. Recently, dinner was provided at one workshop and prizes were awarded to clients who attended several workshop sessions. The Energy Educator believes that providing weatherization materials, offering prizes, providing dinner, or offering workshops in local community areas may improve attendance.

### Energy Education Follow-up Activities

- The Energy Educator reported three primary follow-up activities that take place after the initial provision of energy education:
  - An Orientation Packet is sent to all enrolled clients approximately one to two weeks after enrollment.
  - Quarterly Energy Report cards are sent to clients every quarter during the enrollment period.
  - Flyers are mailed to clients about upcoming workshops in their region.
- The Energy Educator confirmed that she also responds to requests for information or assistance, including requests to intervene on behalf of the client with their energy vendors.

### Perceptions of Program Strengths and Challenges

- The Energy Educator reported three primary strengths of the program.
  - Advocating for Vulnerable Clients – The program is succeeding in providing assistance to vulnerable clients by advocating on their behalf to energy vendors.
  - Preventing Disconnections – The provision of energy education has helped clients with unaffordable bills lower their bills and avoid utility disconnection.
  - Providing Education to Children – The “Conservation & Safety for Kids” workshop was successful and the Energy Educator hopes to conduct more sessions.
- The Energy Educator reported two primary challenges that limit program effectiveness.
  - Workshop Availability and Attendance – It is difficult to attract attendance at workshops, which are one of the primary means by which energy education is delivered.
  - Energy Educator Availability – The existing workload for the Energy Education is a barrier to program expansion.
- The Energy Educator noted that she views education of children as a future opportunity for the program.

## **VI. Recommendations**

This section presents recommendations based upon the Assurance 16 interview findings.

1. The small sample of clients that were interviewed reported a variety of different organizations that referred them to RRHACE to receive energy education and heating equipment services. This finding shows that a network of referral organizations is important for ensuring that all different types of clients are reached and provided with the opportunity to participate. First State should build off of current success by continuing to broaden the network of program partners that share information about the program and upcoming workshops. Particularly, First State should seek out organizations that serve vulnerable populations and operate in areas that do not currently have strong representation in the program.
2. Clients understandably view the Assurance 16 services as part of the larger RRHACE program, rather than an additional component. While First State correctly coordinates service delivery and outreach for the Assurance 16 program and the primary heating equipment assessment and services, several interviewed clients indicated that they were unaware of the specific goals and timeline associated with the energy education component of the program. In the future, the Energy Educator should emphasize the distinct goals of the program, the responsibilities of the client, and the one-year timeline. In addition, First State should develop a brief program description document that includes this information and can be provided to RRHACE clients during the Site Inspection visit.

3. Currently, the Energy Educator enrolls clients in the Energy Education program when she accompanies the inspectors on the initial Site Inspection. If the Energy Educator is unavailable to accompany the inspectors on a particular Site Inspection visit due to scheduling conflicts, that particular client will only be enrolled if the Energy Educator is specifically notified by the Inspectors that the client is a good candidate for the program. First State should consider potentially altering this approach to base enrollment efforts on other criteria besides the Energy Educator's schedule, including recommendations from the Inspectors, high usage, and interest in receiving additional services.
4. The Energy Educator provides all clients with the same energy education tips and materials that emphasize simple steps to save energy by replacing existing lighting, installing the EcoKit measures, and modifying common energy-using behaviors. While this standardized education is valuable, the Assurance 16 program would benefit from enhanced customization of energy education services based on client needs and interest. First State should continue to provide training to help the Energy Educator understand how to evaluate a client's energy usage, how to determine the main drivers of a client's usage, and how to focus energy education to produce the greatest value for the client that can be obtained without substantial financial investments. In addition, First State should work to develop guidance to help the Energy Educator determine the appropriate education to provide.
5. All interviewed clients reported taking energy-saving actions as a result of the program. To document these actions and ensure that these behavior changes persist over time, First State should investigate the feasibility of modifying the existing program model to document actions and track the persistence of actions over time. The first step would be to document what actions the client indicated they would plan to take to save energy during the initial visit by the Energy Educator. Next, the Energy Educator could conduct one additional follow-up phone call or visit when each client has been in the program for approximately six months (halfway through the enrollment period). That visit should include documenting specific actions the client reports they have taken since the first home visit and verifying if EcoKit measures provided during the initial Site Inspection are installed. Finally, during the post-assessment that occurs one year after enrollment, the Energy Educator should again document if the client is continuing with the specific actions they mentioned previously and if EcoKit and other measures are in use. This approach would allow First State to reinforce and encourage the implementation of energy-saving actions, to document the proposed and implemented actions over the enrollment period, and to provide enhanced energy education to all enrolled clients.
6. Recently, APPRISE developed an "Educational Targeting Using Bills" report in the RRHACE Data Tracking System that uses monthly usage data from the year prior to program enrollment to assess if a client's pre-period usage was about average, above average, or below average for heating, cooling, and baseload uses. In addition, First State is developing a "Home Efficiency Checklist" that the Energy Educator may use in the future to collect information about home appliances and home conditions. First State should prioritize items on this form that have the greatest potential impact on usage, are frequently found in client homes, and offer the most opportunities for education and client action. In addition, findings from the "Educational Targeting Using Bills" report should be used with the information recorded on the "Home Efficiency Checklist" and the pre-program assessment form to identify the potential drivers of client energy usage and the specific areas of opportunity that energy education should prioritize.

7. The Energy Educator currently provides clients with one initial in-person visit, notifications about upcoming workshops, and quarterly energy report cards. The Assurance 16 program is successfully providing a subset of RRHACE clients with a similar level of energy education and service delivery, but these clients vary greatly in their usage levels, their ability to enact recommended changes, their ability to pay for energy, and their level of risk for having an energy-related emergency. First State should modify the program approach to target service delivery and resources to those with the highest usage levels and the greatest need.
8. One success of the Assurance 16 program has been designing and hosting multiple workshops that provide energy and financial self-sufficiency education. But, the client interviews, program data, and Energy Educator interview each confirm that workshop participation is limited, with some clients attending several workshops and others attending none. To encourage participation, First State should consider raffling prizes at each workshop and supplementing their current postcard reminders with personal telephone calls to tell enrolled clients about an upcoming workshop in their area and encourage them to attend. In addition, First State should consider creating additional workshops that are relevant to RRHACE clients and Assurance 16, including a workshop on available utility usage reduction programs and low-cost home weatherization measures.