



Florida Energy Equity Study

Tuesday, September 27, 2022

FDACS OOE Functions & Responsibilities

- Legislatively designated state energy office within Florida.
- Evaluate energy related studies, analyses, and stakeholder input.
- Promote and advocate for the development and use of renewable energy resources, energy efficiency technologies, alternative fuels, and alternative vehicle technologies.
- Use available state and federal funds to develop and manage programs related to energy efficiency, renewable energy, energy education, alternative fuels and alternative vehicle technologies.
- Produce an Annual Energy Report.
- Serve as the State clearinghouse for all energy information.



A Study of Energy Equity within Florida



Background

- Investigate the distribution of benefits and burdens from energy production and consumption and disproportionate impact of environmental hazards on low and moderate income (LMI) residents.
- Identify the characterizations of the utility burden and energy insecurity among LMI residents.
- Examine and uncover the root causes and systemic drivers of utility burden and energy insecurity.



Development of Scope of Work

- Geography and Demography
- Energy Efficiency Program Design Elements
- Transportation Barriers
- Environmental Justice



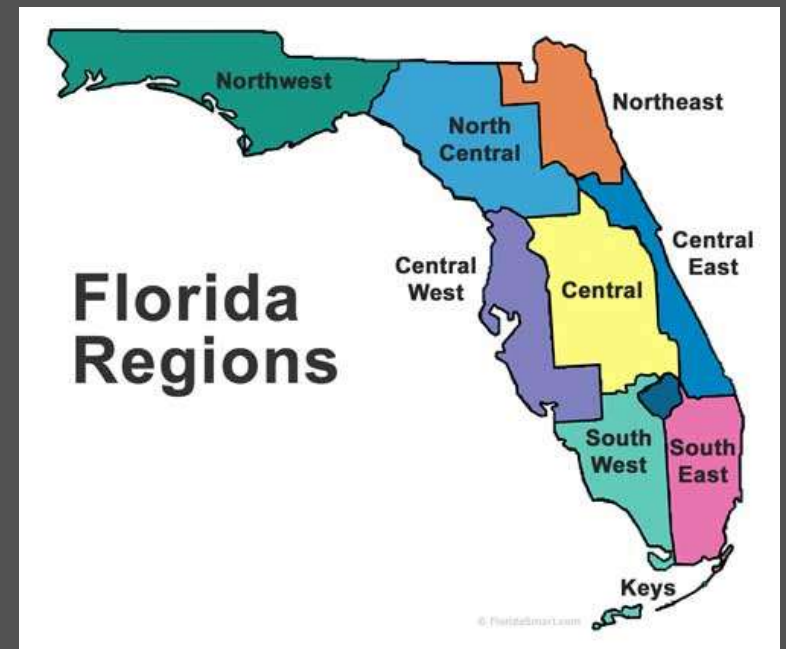
Procurement Process

- Energy Efficiency and Conservation Block Grant
- Issued RFP
- Reviewed
- Vendor Selection
- Contract Execution



Stakeholder Engagement Process

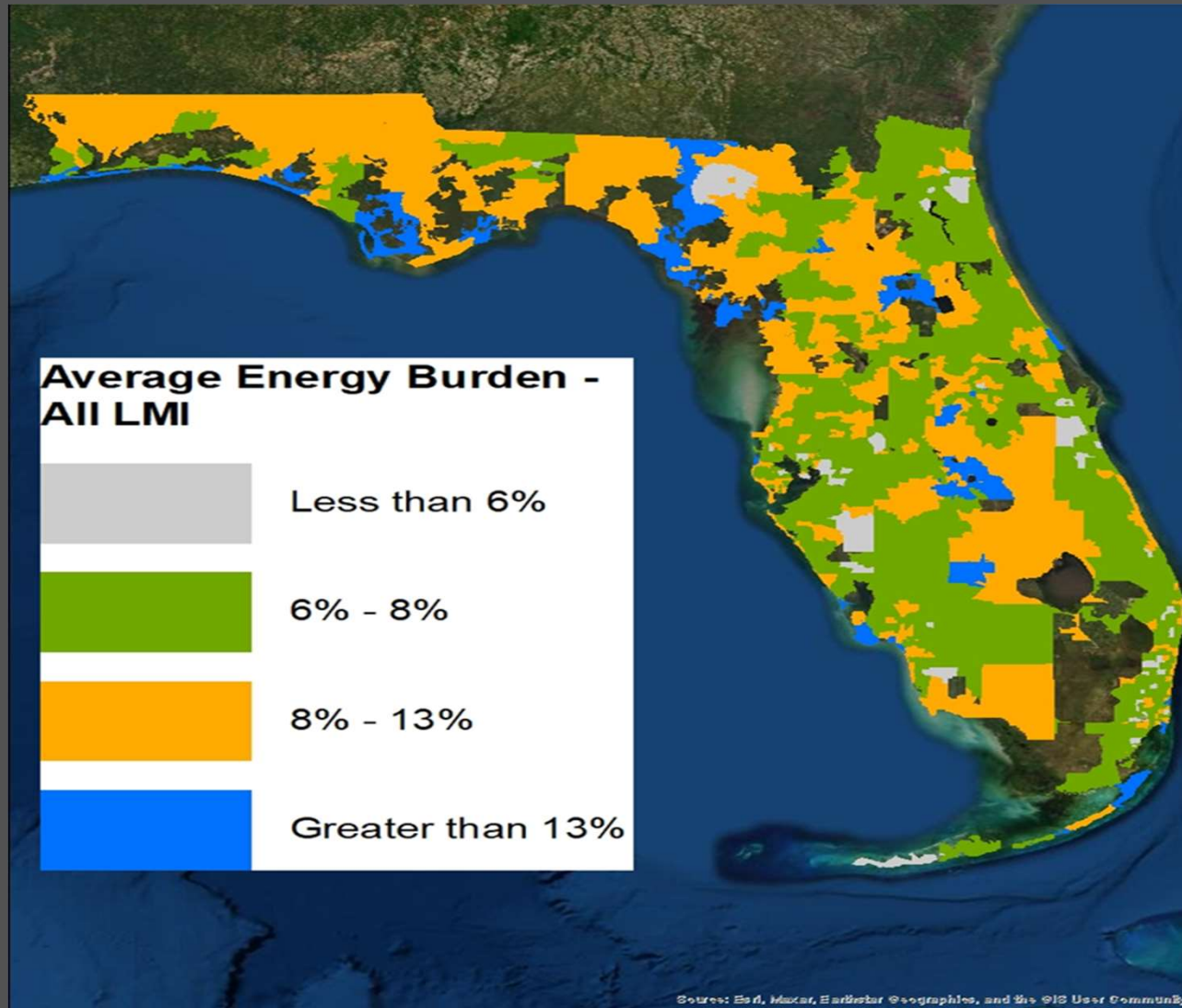
- Extensive open comment period
- One on One meetings
- In-person and Virtual Workshops



Stakeholder Input - Air quality

- Outdoor Air quality hazards were most pressing or sensitive for interested parties.
- Increase tracking of tree canopy and urban heat island effects.
- Indoor air quality was a concern.





Study Findings - Households

- Energy burden - Rent vs Own
- Data is relatively new.
- Increased Accountability will require better tracking.
- Community members' involvement in the processes.



Study Findings - Transportation

- Rapid uptake of e-buses for public transit and school buses will benefit LMI communities.
- E-scooter ownership is much more accessible than an automobile.



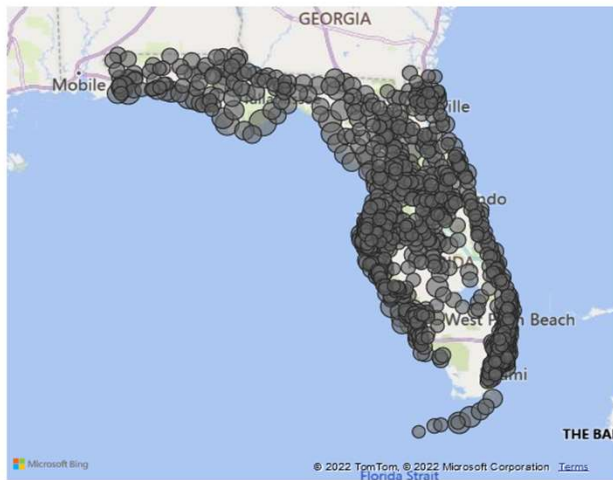
Energy Burden-Interactive Dashboard

Energy Burden

Data sources:
Census American Community Survey; LEAD Tool

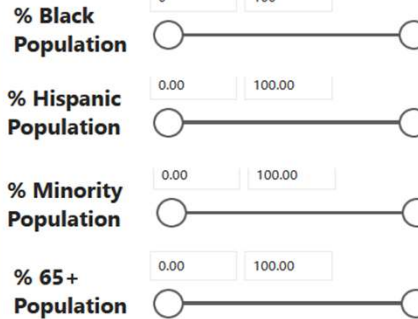


Energy Burden at zip codes in Florida



Percent households by race

slide 1 or multiple to filter/update results



Median Income

adjust income range to filter/update results



Energy Burden

Slide minimum value to see only most burdened zip codes



Energy Burden

% of income spent on energy costs

8.38

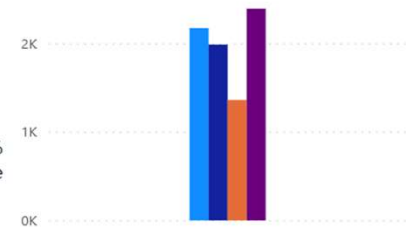
Annual Energy Costs
\$/year/household

2,077

Annual Energy Costs

\$/year for different housing types

● Owners ● Renters ● Multifamily ● Single Family



County	Single-Family LMI	Multi-Family LMI	Renters LMI	Owners LMI
Alachua County	10.55	8.40	10.75	9.10
Baker County	8.33	12.00	8.33	8.00
Bay County	10.17	7.67	10.25	9.92
Bradford County	9.75	7.75	9.75	9.50
Brevard County	7.04	5.81	6.81	6.73
Total	9.14	6.53	8.32	8.65

Table represents Average Energy Burden for LMI Households;

LMI is defined as 0-80% of State Median Income



Next Steps

- Incorporate findings into our grant work.
- Deeper dive into some of the information areas.
- Revisit document each year to update.



A Study of Energy Equity within Florida

[Energy Reports and Publications / Publications / About Us / Home - Florida Department of Agriculture & Consumer Services](#)
fdacs.gov



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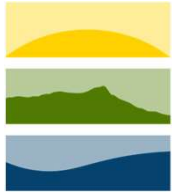


Community Engagement for Energy Justice

Kirsten Baumgart Turner, Deputy Energy Officer

State Energy Program (SEP)
National Training Forum
September 27, 2022





HAWAI'I
STATE
ENERGY
OFFICE



MISSION

To promote
energy efficiency,
renewable energy, and
clean transportation
to help achieve a
resilient,
clean energy economy



HAWAI'I
STATE
ENERGY
OFFICE

Environmental Justice = Energy Justice



Civic Advisory Group



AmeriCorps VISTA Energy Equity Team

- Researched energy equity issues in Hawaii
- Surveyed staff
- Identified gaps
- Helped develop strategies



Energy Equity Hui

- Energy industry, environmental, social justice, and community representatives
- Identifying and meaningfully addressing energy inequities

Work Streams

- Equity Definition and Framework
- Legislation
- Renewable Energy RFP Process
- Community Benefits Enhancement



Clean Energy Wayfinders

- Create jobs for a new generation of clean energy leaders
- Identify community needs and concerns
- Address inequities in vulnerable communities
- Increase knowledge and opportunities
- Increase communication and trust
- ❖ Advance clean energy goals!



Community Outreach & Engagement Specialist

- Coordinates the Clean Energy Wayfinders Program
- Supports the Civic Advisory Group meetings
- Supports the Energy Equity Hui
- Supports all community outreach and engagement initiatives
- Helps identify and develop new community engagement pathways



Energize Kākou

- A new stakeholder engagement strategy
- Grounded in a Native Hawaiian cultural framework
- Workshops conducted in impacted communities statewide
- Objectives to create mutual understanding about:
 - Hawaii's renewable energy goals
 - Energy as a shared resource
 - What is important to communities
 - Preferred renewable energy project sites & features




Clean Energy Education

- K-12 Clean energy curriculum
- 80 Title I schools
- 216 Teachers trained
- 9,500 students reached
- 100 tool kits in lending library



Developed by MEDB STEMworks for the Hawai'i State Energy Office



Curriculum at a Glance	
Grade Levels	K-2
Time Required	Estimated: 5 Days
Group Sizes	3 - 4
NGSS Performance Expectations	K.PS3-1 , K.PS3-2 , 1.PS4-3 , 2.PS1-2 , K-2.ETS1-1 , K-2.ETS1-3 Evidence Statements
Activity Title	Guiding Questions
Kilo Exercise: Nature Walk in Sun and Shade	What do I see? What do I feel? What do I smell? What do I hear?
Reading Exercise: Energy Physical Science for Kids	What is energy? What things need energy?
Lab 1: Light and Shadow Adventure	How does the sunlight affect my shadow? How long is my shadow? Why does my shadow grow taller or shorter throughout the day? What patterns do I see? How do observations and data help me answer my questions?
Lab 2: Heat from the Sun	How does the sun make me feel? How does the sun change the water temperature? Do some items get hotter than others faster? If so, why? How do observations and data help me to answer my questions?
Lab 3: Solar Oven Engineer - Cooking with Sunlight	What happens to different materials in the solar oven? How can science help me make a better solar oven? What time of day will my solar oven work the best? How can I modify my solar oven design to improve it?
Online Extension Activity: TinkerCAD	What tools do engineers use? How do engineers create 3D designs (or models)
At Home Extension: Solar Water Purifier	What did I observe? How could this device be useful?

2


So friends, what did you observe during your kilo practice?

Post-Kilo Assessment: Once you come back inside, have students collaboratively share their observations in small groups, then make a collective list together. You may want to toss Pā'anaakala around as a means to take turns sharing. If they notice that they felt warmer in the sun and cooler in the shade, highlight that observation. At the end, share with them that everything around them that they observed using their senses requires energy to exist and function. But what is energy?

[Extra Kilo Resource](#)

What is energy?
Energy is all around us. It is the power that makes things go, including you. What gives you energy? (Draw three pictures or write three sentences about things that give you energy.)

- _____
- _____
- _____

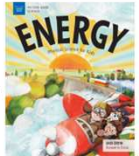


Energy comes in many forms. You get energy from the foods that you eat and the liquids you drink. Have you ever noticed how much energy you have after a sugary treat? But what about other animals? How about plants? How about your iPad or Chromebook? How do they get energy? Let's read a book together to learn more.

Reading Activity: Energy Physical Science for Kids
(one class period or less)

Read [this book](#) out loud in your classroom. For older students, you may want them to read to themselves, or with a partner. This book will help young learners discover different forms of energy including chemical energy, light energy (solar), and electrical energy.

You want students to engage with the text by reflecting and communicating like scientists and engineers. They should use



9

Online Engagement

- New website
- Online interactive engagement
- Social media education campaign



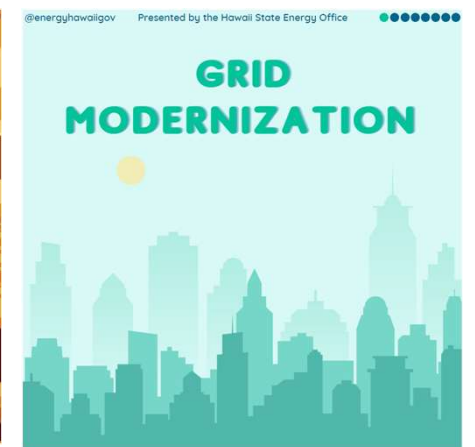
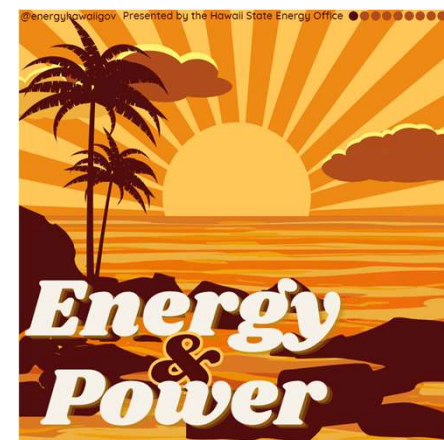
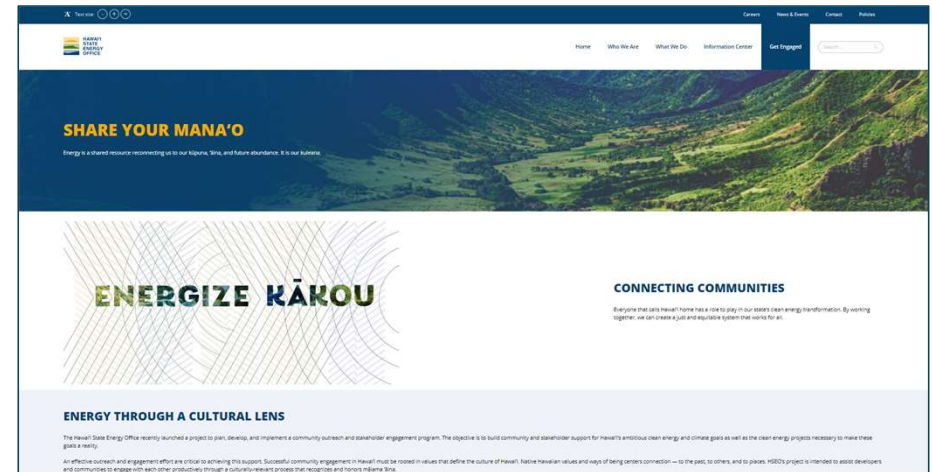
<https://energy.hawaii.gov>



HawaiiStateEnergyOffice



@energyhawaii.gov



Equity Program Coordination

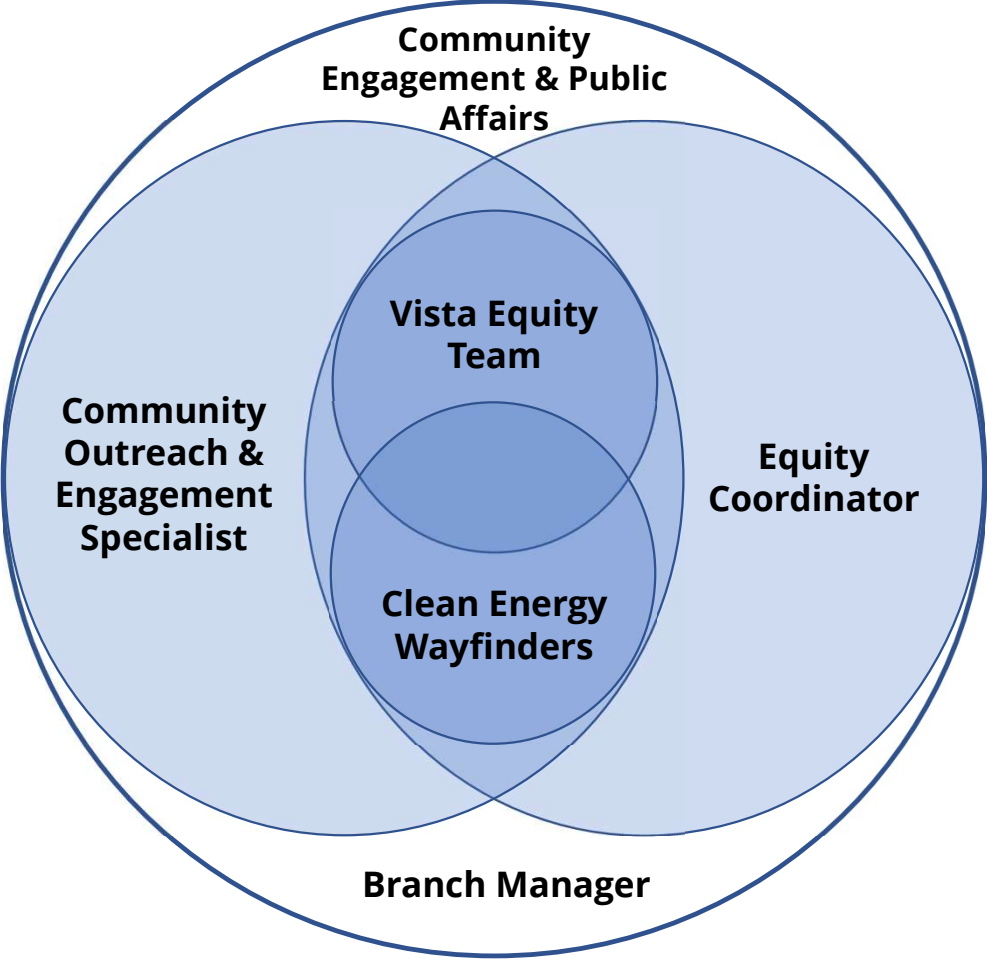
- Integrate equity into all HSEO programs
 - Align with EJ40



Build Focused Capacity

	Community Engagement and Public Affairs Manager	
	Community Outreach and Engagement Specialist	<ul style="list-style-type: none">• Engagement Pathways• Clean Energy Wayfinders Coordinator
	[Energy Equity Coordinator]	<ul style="list-style-type: none">• EJ40 Compliance (HSEO-Wide)• AmeriCorps VISTA Cohort Management• Energy Equity Hui Coordinator
	VISTA Equity Team & Clean Energy Wayfinders	<ul style="list-style-type: none">• Build capacity for HSEO Equity Program• Community-Grounded Engagement• Facilitate Two-Way Communication

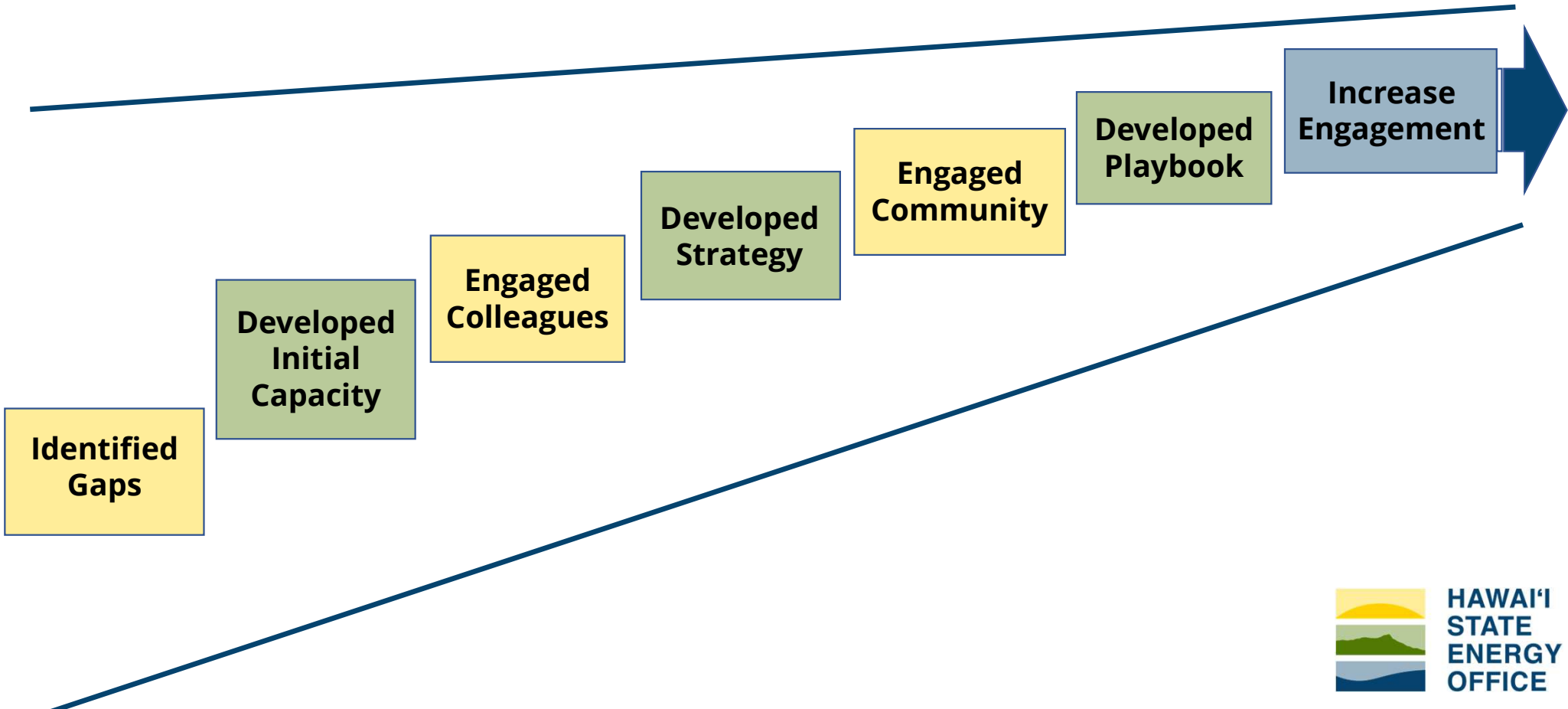
Community Engagement Way Forward



Vision: To develop a stakeholder and community informed roadmap to achieve a carbon free economy by 2045..



Roadmap to Increased Capacity



Mahalo!

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Environmental Justice

Stakeholder engagement

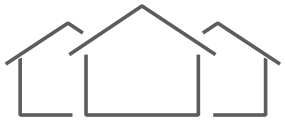
Jennifer Grove

MANAGING DIRECTOR, ENERGY PROGRAMS IN COMMUNITIES



Washington State
Department of
Commerce

We strengthen communities



**HOUSING
HOMELESSNESS**



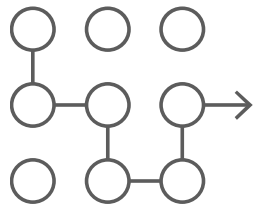
INFRASTRUCTURE



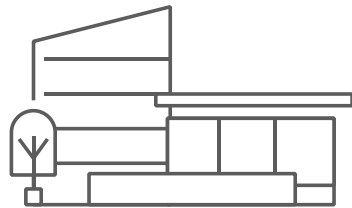
**BUSINESS
ASSISTANCE**



ENERGY



PLANNING



COMMUNITY FACILITIES

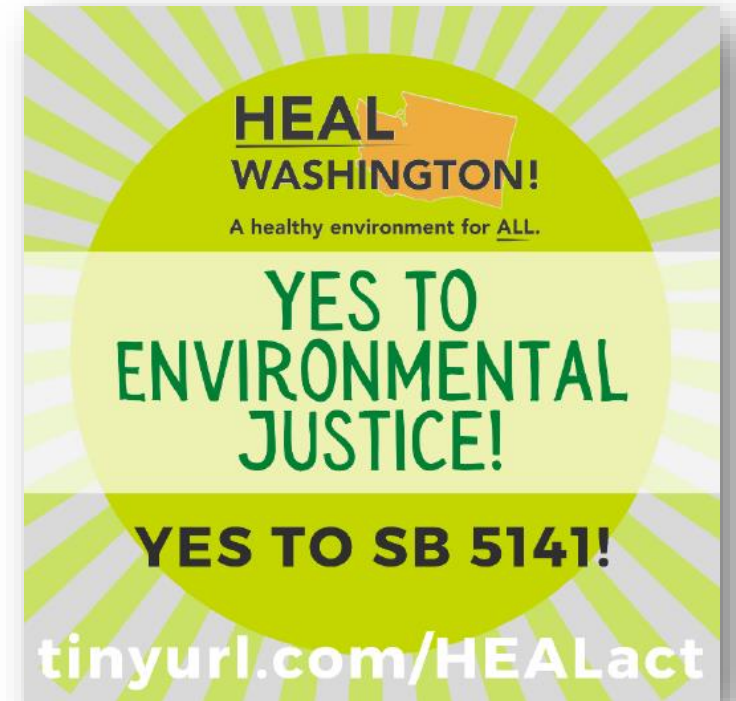
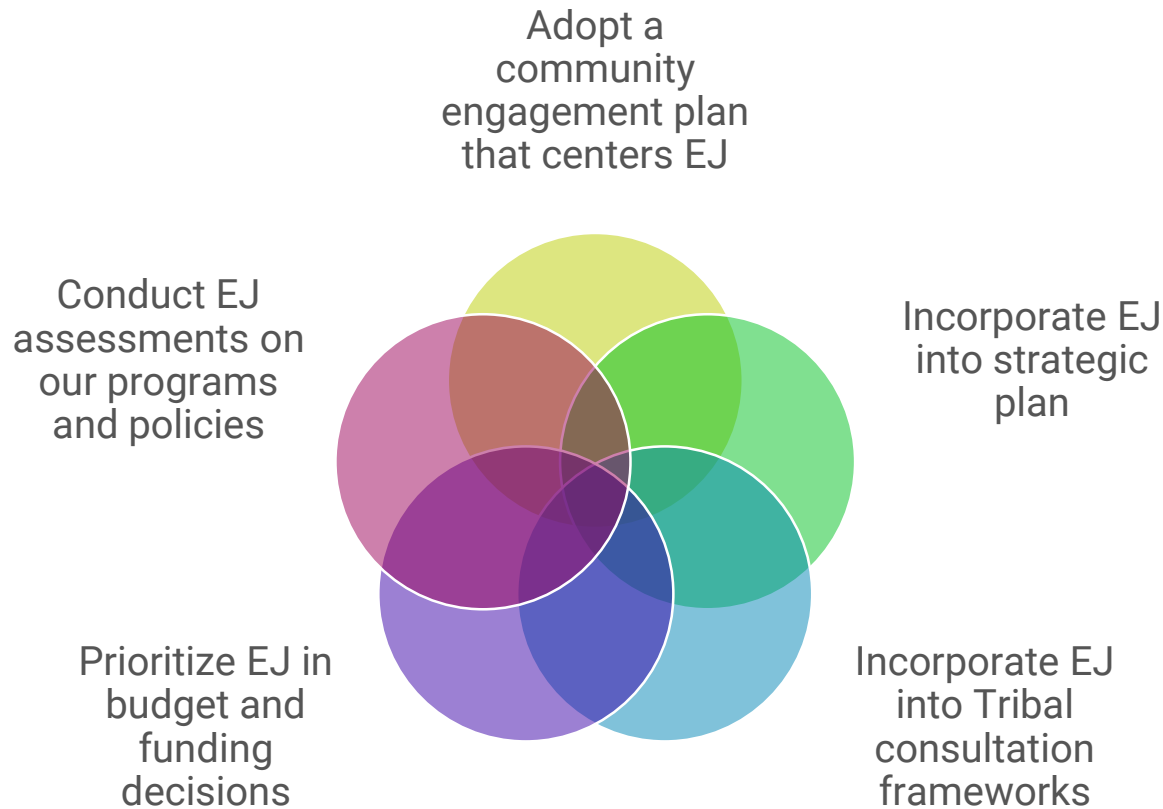


**CRIME VICTIMS &
PUBLIC SAFETY**



**COMMUNITY
SERVICES**

Healthy Environment for All (HEAL)



Accountability and coordination

Environmental Justice Council

- Provide community-centered guidance to agencies
- Conduit between community & government

Interagency Work Group

- Forum for agencies to collaboratively problem solve and share best practices
- Works iteratively with the EJC

16 Governor appointed members:

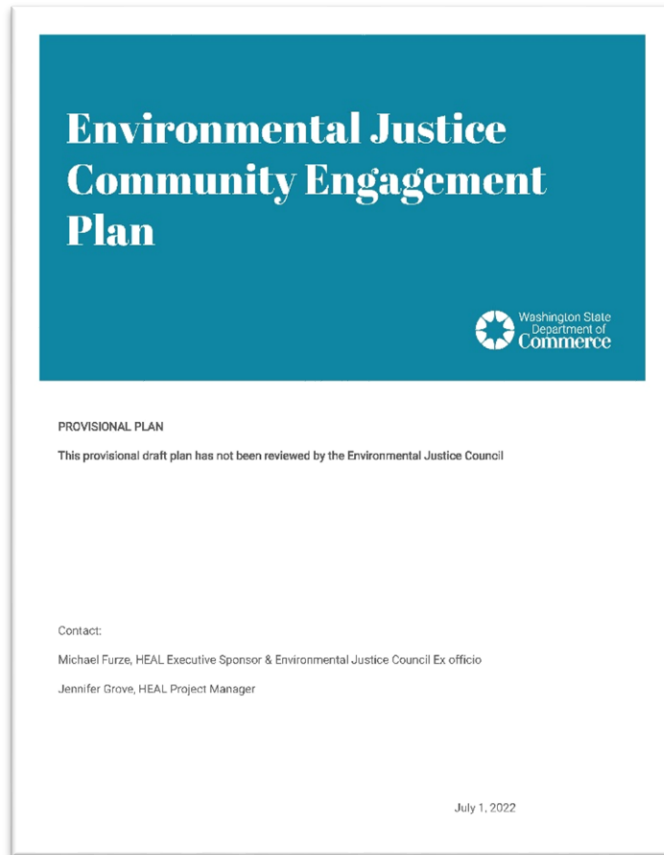
- 6 community reps
- 4 Tribal reps
- 3 EJ practitioners/academia
- 1 Youth rep
- 1 Business rep
- 1 Union rep, building & construction

Setting the stage

- EJ Task Force met for 16 months
- Recommendations:
 - Incorporate EJ into agency decision-making
 - Improve government accountability to communities
 - Create consistent & accessible pathways for meaningful involvement in government decision-making processes



Community Engagement Plan

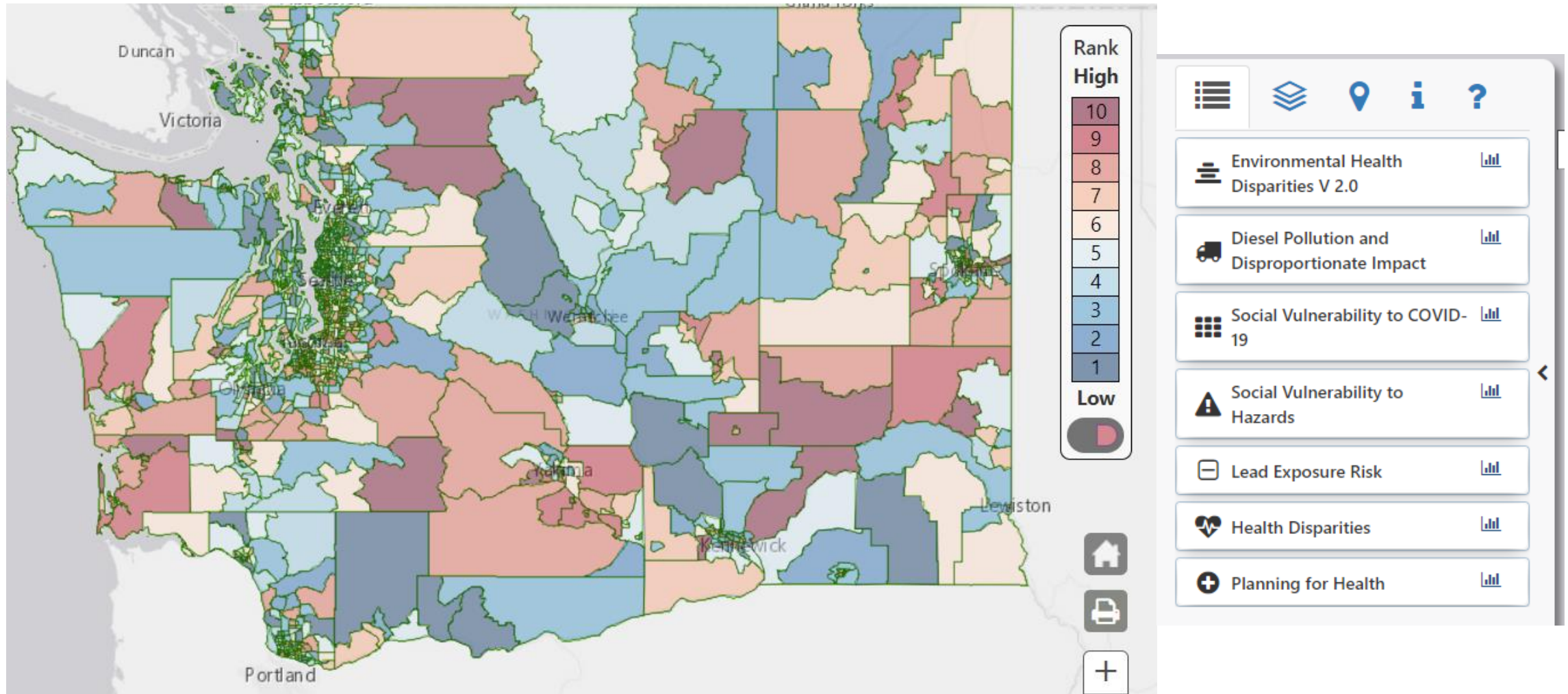


- Government systems that created harms cannot change without the **direct involvement of the communities** who have borne the weight of systemic disparities
- Advancing environmental justice in, for, and with communities requires **rebuilding trust and moving with patience to repair relationships**

Principles

- Research community
- Check assumptions
- Recognize community strengths and assets
- Be proactive
- Be transparent
- Be flexible
- Value other's time
- Allow community members to self-identify
- Prioritize unheard perspectives
- Avoid tokenism
- Ensure ongoing communication

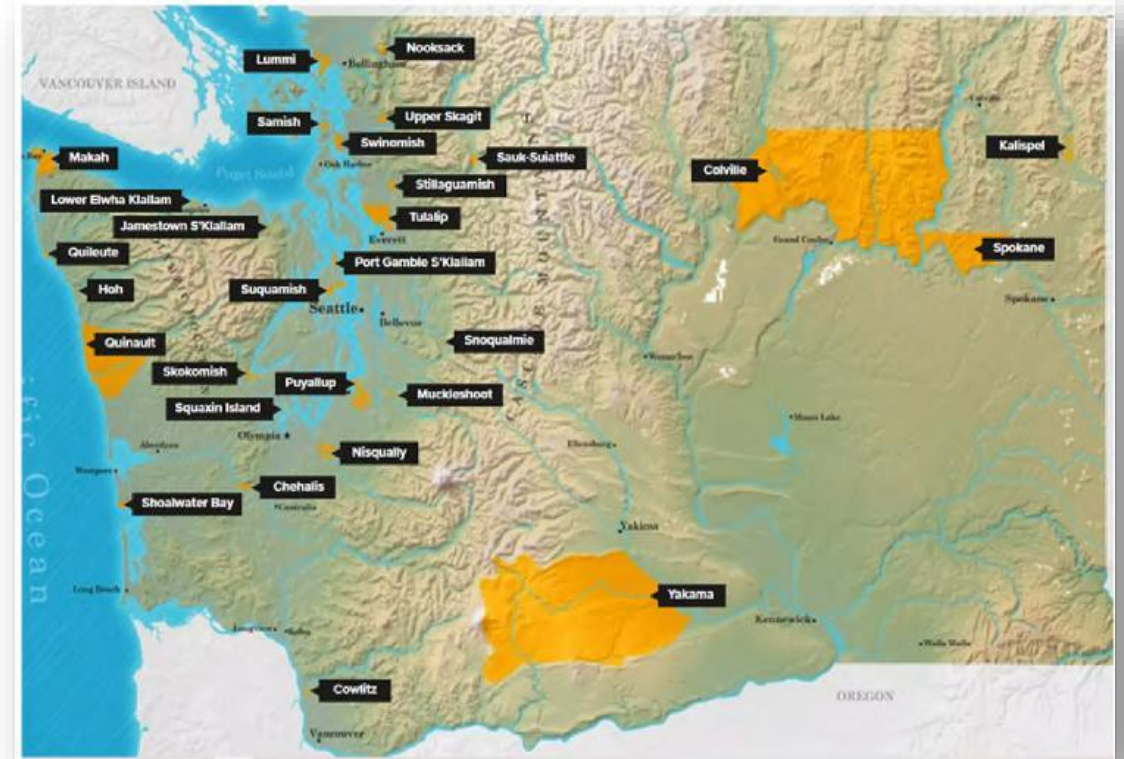
THREAT x VULNERABILITY = RISK



Environmental health disparities: <https://fortress.wa.gov/doh/wtnibl/WTNIBL/>

Tribal consultation and engagement

- 29 Federally recognized Tribes
- Draft tribal engagement plan
 - Protocols for communication
 - Protocols for collaboration
 - Identification and support of Indigenous people off reservation
- Engagement with tribal government, tribal community, indigenous community members



From Engagement to Ownership

<i>Impact</i>	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER TO
Goals					
Activities					
Message to community					

Adapted from "The Spectrum of Community Engagement to Ownership," developed by Rosa Gonzalez

Compensating community engagement

- In 2022, Washington passed SB 5793 to compensate for lived experience
- Allows for stipends to be provided to individuals:
 - Low income – income is not more than 400% of federal poverty level
 - Lived experience – direct personal experience in the subject matter
 - Not otherwise compensated for their participation
- Can not exceed \$200/day
- Reasonable allowance for child/adult care, lodging, travel in addition to stipend
- Guidelines to be released by Dec 1 by Office of Equity
www.equity.wa.gov

Evaluation

- **Before, during, after:**
 - How was the community involved?
 - How were they supported?
 - How do they define success?
 - Who made the decisions?
 - Were all voices heard?
 - How will they know the impact of their involvement?
 - How will they stay informed of next steps?

B. Create an Evaluation Plan

Create an evaluation plan with the community and/or partners based on how they intend to measure or define success. Below are several evaluation questions to consider before, during and after community engagement occurs.

C. Worksheet: Community Engagement Evaluation

When	Evaluation Questions	Answers
Before Community Engagement	How was the community involved in the development of this program or activity?	
	Which community groups and/or partners would you like to be involved? <ul style="list-style-type: none"> • Tribal nations • Arts organizations • Banks and other financial institutions • Health providers • Businesses, business associations • By-and-for nonprofits • Cities and Towns • Community-based organizations, Fraternal organizations • County governments • First responders • PK-12 schools • Post-secondary schools • Senior and elder care organizations • Special-purpose government • Youth organizations • Waste management organizations • Other 	
	Will the structure and process allow for all voices to be heard, especially those impacted by historically and contemporary injustices?	
	How do you plan to support your partners or community members? What training, information or resources will they need?	
	How do you plan to intentionally provide space for those impacted by injustices for their issues to be heard and addressed?	
	How does the community measure/define success?	
During Community Engagement	How well does the group work together?	
	Who has a voice and who doesn't?	
	How does the group make decisions?	
	How are conflicts or disagreements handled?	
	Who leads the engagement efforts, meetings, or events?	

Resources

- **Washington State Department of Commerce**
<https://www.commerce.wa.gov/environmentaljustice/>
- **Public Health Data – Washington Environmental Disparities**
<https://fortress.wa.gov/doh/wtnibl/WTNIBL/>
- **Environmental Justice Task Force**
 - <https://healthequity.wa.gov/councils-work/environmental-justice-task-force>



Washington State
Department of
Commerce

www.commerce.wa.gov



Thank you!

Jennifer Grove

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