Appendix L. Clean Energy Plan: Learning Labs community feedback

The Oregon Public Utility Commission's (OPUC) Order 22-390 established requirements for utilities to ensure the "effectiveness of community engagement" during the development of Clean Energy Plans (CEP). PGE built upon the community engagement approach, initiated through the Distribution System Planning (DSP) process, in response to these CEP requirements. We recognize that the traditional process for developing the Integrated Resource Plan (IRP) is complex. It requires communication of dense, technical details that support the recommendation of a Preferred Portfolio of resources and that communication occurs in a relatively compressed timeframe, i.e., it caters to a technical audience. We initiated a new series of meetings, Community Learning Labs, to create space for education on IRP topics and to explore new topics introduced through the CEP guidelines.

The CEP community learning lab is the non-technical venue PGE created to socialize CEP-related concepts. During the development of the OPUC's community lens requirements for UM 2225, we heard that community input should be a "principal factor in determining what is in the public interest" for the CEP as well as transparency, accessibility, and understandability. Additionally, the CEP should bring benefit to environmental justice and other energy burdened communities, with an emphasis on Tribal communities. For this CEP, we sought to align with our community. This alignment included what we can do for the initial CEP and what we would like to work on with community over time. **Figure 151**, describes the OPUC's community engagement requirements.

Figure 151. OPUC Order 22-390 community engagement requirements

Engagement strategies	Community input and feedback	Community surveys
a. What opportunities were provided for input and how was accessibility prioritized across those channels? b. Which communities, including environmental justice communities (EJ) and Tribal communities, did the utility consult with and how were those communities and their representatives identified?	a. What input was received through each channel? b. How was input incorporated into the IRP/CEP? c. What input was not incorporated into the IRPICEP and why was that input not incorporated? d. What plans does the utility have for modifying the engagement strategy in future planning cycles?	a. The utility should also survey participants who provided input on their experiences participating in the utility's process and their perspectives on how their input influenced the plan. b. Survey responses must be included with the plan.

L.1   Engagement strategies

PGE approached Learning Lab topics iteratively, building up concepts over multiple workshops. When possible, PGE used relatable examples to make these concepts more relevant to the audience. Once a concept was defined, PGE would use Mural[497] to request specific feedback to help inform PGE's approach to the topic. CEP Learning Lab's target a non-traditional audience such as community service organizations, community-based organizations, municipalities, cities, OPUC Staff, Energy Trust of Oregon, and interested public members. From September to March, PGE held seven monthly workshops. During Learning Labs, we requested feedback on our approach, and in subsequent workshops, we reported how feedback was used to inform the CEP planning process. PGE also requested feedback via surveys and used the answers to modify Learning Labs. Modifications include changes such as the preferred length of the meeting and the virtual meeting platform to use for workshops (two-hour long, via Zoom).

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[497] Mural is an online platform that allows for multiple people to participate at the same time. An example of a Mural excessive, available at:
https://app.mural.co/t/distributionsystemplanpart27687/m/distributionsystemplanpart27687/1673469662755/11f19693e e09b53ee85f3f7b07bc1410b06f206a?sender=u293527aa870441a19c743984

Table 134 shows the CEP Learning Labs were attended by seven types of organizations and individuals from the community from September 2022 to March 2023. **Table 135** shows the topics covered throughout the six Learning Labs and how often each was visited.

Table 134. CEP Learning Lab attendance

Participants by type of organization	Total number of participants						
	17 Sep	13 Oct	20 Nov	7 Dec	7 Jan	12 Feb	10 Mar
Cities and municipalities	3	3	3	1	1	3	4
Climate Advocates	3	2	5		1	2	1
Community Service Organizations	1	1	2	1	1	2	1
Associations			1				
Energy Trust of Oregon	2	2	1	1	1	2	
Oregon Utility Board	1	2	1	1			1
Regulator	6	2	2	1		2	1
Individuals	1	1	5	2	3	1	2

Table 135. Topics covered during CEP Learning Labs from Sep 2022-Mar-2023

Topics covered	09/27/22	10/27/22	11/17/22	12/14/22	01/19/23	02/16/23	03/16/23
Integrated Resource Planning (IRP) Overview & IRP Roundtable updates	X	X	X	X	X	X	X
Community Engagement Strategy	X				X	X	X
Community Benefits Impact Advisory Group (CBIAG)	X				X		
Community Benefits Indicators (CBIs)		X		X	X	X	X
Community-based Resources (CBREs)		X	X		X		X

Topics covered	09/27/22	10/27/22	11/17/22	12/14/22	01/19/23	02/16/23	03/16/23
Resilience			X		X		X
Request for Proposal (RFP) – Potential CBRE RFP			X		X	X	X

L.2   Community input and feedback

An important component to PGE's community engagement is receiving input and feedback on our planning processes. PGE requested community feedback by leading Mural exercises within our Learning Labs so that we could go deeper into a specific topic. The Mural exercises usually consisted of a few questions for participants to answer for a specific amount of time about a particular subject. To allow more time to collect feedback, Mural exercises were open for additional contributions two weeks after each Community Learning Lab session. This way, people who couldn't actively participate in our Community Learning Labs were able to provide their input later. The following discusses the topics we worked on with our participants during the Learning Labs.

L.3   Mural board exercises

- **Community Benefits Indicators (CBIs)**

As described in **Chapter 14, Community equity lens and engagement**, the HB 2021 Energy Advocates conducted extensive research and outreach among their constituents to collate a list of 15 Community Benefits Indicators. This list was shared as Attachment A of OPUC Order 22-390 for utilities to consider when developing their CBI approaches. PGE requested community input on CBIs as part of its community engagement strategy. Community input came over three Learning Lab sessions. Using a Mural voting exercise, stakeholders recommended which CBIs to prioritize for further research, such as identifying metrics for each of the prioritized CBIs. Additionally, Community Advocates utilized PGE's Mural board in one of their regular meetings to prioritize CBIs with their constituents, community members within the state (14 participants). The Community Advocates are a cohort of 12 community members that have been meeting with Energy

Advocates and organizers. For these meetings, PGE translated our Mural board into Spanish.

Figure 152 shows the four CBIs prioritized by participants of the Learning Labs, Energy Advocates and Community Advocates.

Figure 152. Community Benefits Indicators prioritized by community

Community Benefits Indicators	
Non-energy	**Energy**
•Reduction in number of customers suffering from high energy burden •Meaningful bilateral engagement between utilities and tribes •Low income & vulnerable communities have access to an increasing number or renewable or non-emitting distributed generation resources	Improve efficiency of housing stock in utility service territory, including low-income housing

- **Resilience: Metrics to analyze resilience and "Zone of Tolerance"**

  PGE's approach to resilience started by exploring available utility data, such as localized outage data (CEMI16 and CELID), to analyze the electric system's resilience. PGE also leveraged the equity index map created for DSP Part 2 as the source of data to identify vulnerable communities in its service area. Overlaying both data sets, utility data and equity data, enables us to identify locations in our service area where vulnerable communities and system outages occur and therefore might benefit from resilience investments.
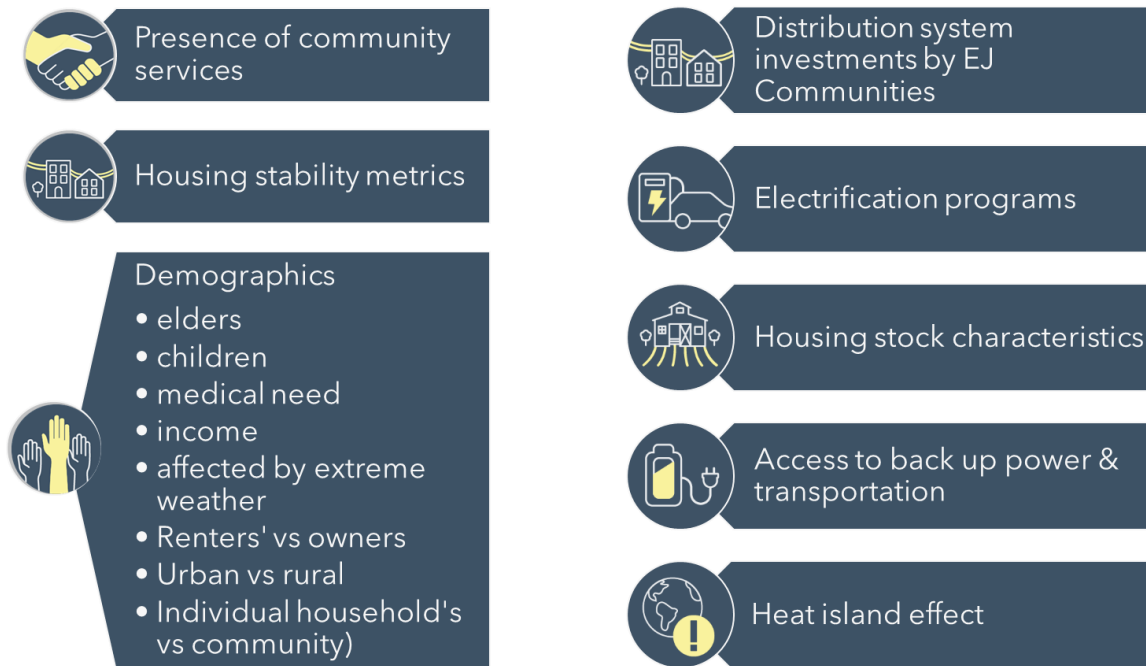
  Another resilience concept on which PGE requested input from community was metrics to understand and analyze "Zone of Tolerance." Zone of Tolerance definition: "Different capabilities of households and communities to endure the adverse impacts of service disruptions."

  PGE requested feedback via Mural on what other data sources PGE should explore to better understand and analyze resilience. Participants recommended that PGE explore eight data themes: community services, housing stability, demographics, distribution system investments, electrification, housing stock, access to back up power and transportation, and heat island effects (**Figure 153**).

  PGE will work on defining and locating vulnerable communities and assessing the Zone of Tolerance by exploring datasets in the eight themes community recommended. PGE will

continue using the heat island study[498] from Dr. Vivek Shandas[499] as a guide to locate the affected areas.

Figure 153. Data themes recommended by Learning Lab participants for PGE to explore in analyzing resilience & "Zone of Tolerance"

- Presence of community services
- Housing stability metrics
- Demographics
  - elders
  - children
  - medical need
  - income
  - affected by extreme weather
  - Renters' vs owners
  - Urban vs rural
  - Individual household's vs community)
- Distribution system investments by EJ Communities
- Electrification programs
- Housing stock characteristics
- Access to back up power & transportation
- Heat island effect

- **Community-based Renewable Energy (CBRE)**

    Early in the CEP Learning Lab series, PGE requested community input via Mural on examples of CBREs. Community Learning Lab participants described CBREs as microgrids, resilience hubs, and generation assets on public buildings (i.e., solar panels on school roofs).

- **CBRE – Microgrids**

    PGE took stakeholder input (i.e., defining CBREs as community microgrids) and further explored CBRE microgrids as a topic in a subsequent Learning Lab. CEP resilience guideline requested utilities to explore potential strategies to implement resilience projects. PGE started exploring a potential strategy to implement community resilience hubs through product development. Developing products at PGE is done with customer input to design products that would best serve customers. In the case of a potential

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[498] Urban Heat Island Mitigation, available at: https://www.pdx.edu/sustainability/urban-heat-island-mitigation
[499] Professor Vivek Shandas, Nohad A. Toulan School of Urban Studies and Planning, Portland State University.

community microgrid, PGE product development sought feedback from stakeholders during a Learning Lab regarding the uses/benefits of the microgrid product:

- What would it be used to power, and

- Where would be the best siting for such a product in a community?

After level-setting, PGE requested input via Mural on how a community microgrid would best serve the community. Members shared that community microgrids would help limit resource loss (i.e., food and medications), run medical equipment, increase energy reliability, provide access to power during a major event outage, and create jobs when building one. PGE then asked members what critical facilities they would prefer powering during a major outage. Members identified hospitals, elder care homes, emergency shelters and community resource and service providers (i.e., grocery stores). Last, PGE asked what the preferred siting criteria would be for these microgrids. Members expressed the need for these community microgrid hubs to be sited in accessible areas to vulnerable communities and to take into consideration what a "safe space" means to different communities (i.e., undocumented community members might feel uncomfortable going to a building that belongs to an institution they fear).

Figure 154. Community feedback on a potential resilience product

How would a microgrid benefit your community?
- Run medical equipment, communications
- Limit resource loss (i.e., food & meds)
- Increase energy reliability
- Access to power during major event outage
- Create jobs

What critical facilities to power with microgrid?
- Hospitals & elder care homes
- Facilities working as emergency shelters (i.e., community centers, schools, libraries)
- Community resources and services providers (i.e., supply centers, grocery stores)

Microgrid Siting
- Close to vulnerable communities
- Located in friendly to all community members

L.3.1   CBRE - Considerations

In a subsequent Learning Lab, PGE requested input on other considerations regarding CBREs. Participants expressed that, when designing or acquiring CBREs, PGE should give a higher priority to projects that solve for resilience and reduce GHG emissions. Participants also remarked that CBREs should not displace farm or forest land. Participants recommended that PGE explore stacking the value of resources when they support multiple objectives and policies and align with other agencies working on similar issues (i.e., Oregon Department of Energy (ODEO) Community Renewable Energy Grant program), understand which projects have been identified, and prioritize procurement of those projects. Two concerns participants raised were, 1) utilities will consider these CBREs too expensive, and will not consider the benefits these resources bring to community, and 2) utilities will favor companies with capital versus community focused enterprises.

L.3.2   CBRE - Acquisition paths

PGE used the participants' feedback on CBREs in designing an approach to acquire these energy resources. PGE is planning on working with Community Learning Lab participants to codevelop the scoring criteria (**Figure 155**) that are used to rank proposed CBRE projects and, ultimately, select the ones to move forward.

Figure 155. Community RFP evolution path
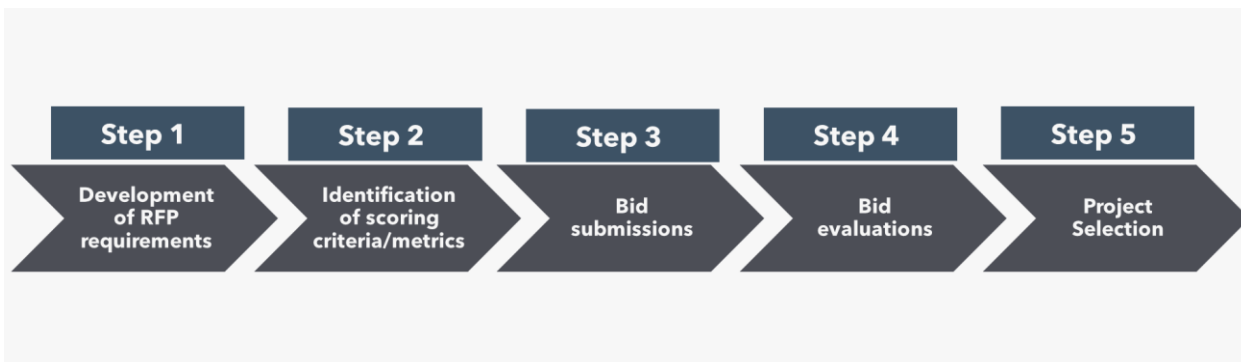
L.4   Community surveys

We used our community surveys to measure and track the effectiveness of our community engagement and our Learning Labs. From September 2022 through February 2023, we conducted six evaluation/feedback surveys to participants/attendees after each Learning Labs. This included hearing their perspectives on how their input should influence the plan.

Surveys were left open several weeks after the Learning Lab so that participants had time to take the survey as their schedules allowed. Survey links were posted in the Learning Lab chat via Zoom, located on our CEP website, and sent via email notifications.

We designed digital surveys using a mix of quantitative and qualitative questions to assist in gathering information from participants. For consistency, and to easily quantify, we asked the repeated questions in our Learning Lab surveys 2-5 using a Likert-Scale (Strongly disagree, Disagree, Neutral, Agree and Strongly agree) to evaluate our presentations. Also, we asked open-ended qualitative questions where participants could provide written feedback, offer future Learning Lab content, and process improvement.

Survey respondents ranged from community-based organizations, and community service organizations to individual community members. Our survey results showed the highest response rate of 35 percent which was from our first Community Learning Lab – Kick-off Clean Energy Plan. As we administered more surveys, we saw a decline in respondents. Overall, we had a total of 10 respondents out of 64 attendees (16 percent) who took the survey. Although we didn't have high response rates, we still found the information collected to be meaningful and helpful.

We realized early that surveys could not be the only way to receive information as our response rates were lower than we hoped. Due to this, we met with a handful of attendees through informal interviews to receive input on suggestions for improvement and additional perspectives to our approach to community engagement strategy and the Learning Labs. From this experience we discovered we needed to have different modes of engagement. Surveys were a great tool to collect data, however getting participants to take a survey was challenging. Therefore, we decided to meet with attendees outside of the Learning Labs to obtain additional qualitative data. This informal setting allowed for a more relaxed environment for the person to share feedback and helped in building relationships with participants. **Figure 156** describes our process for conducting surveys.

Figure 156. Survey process map
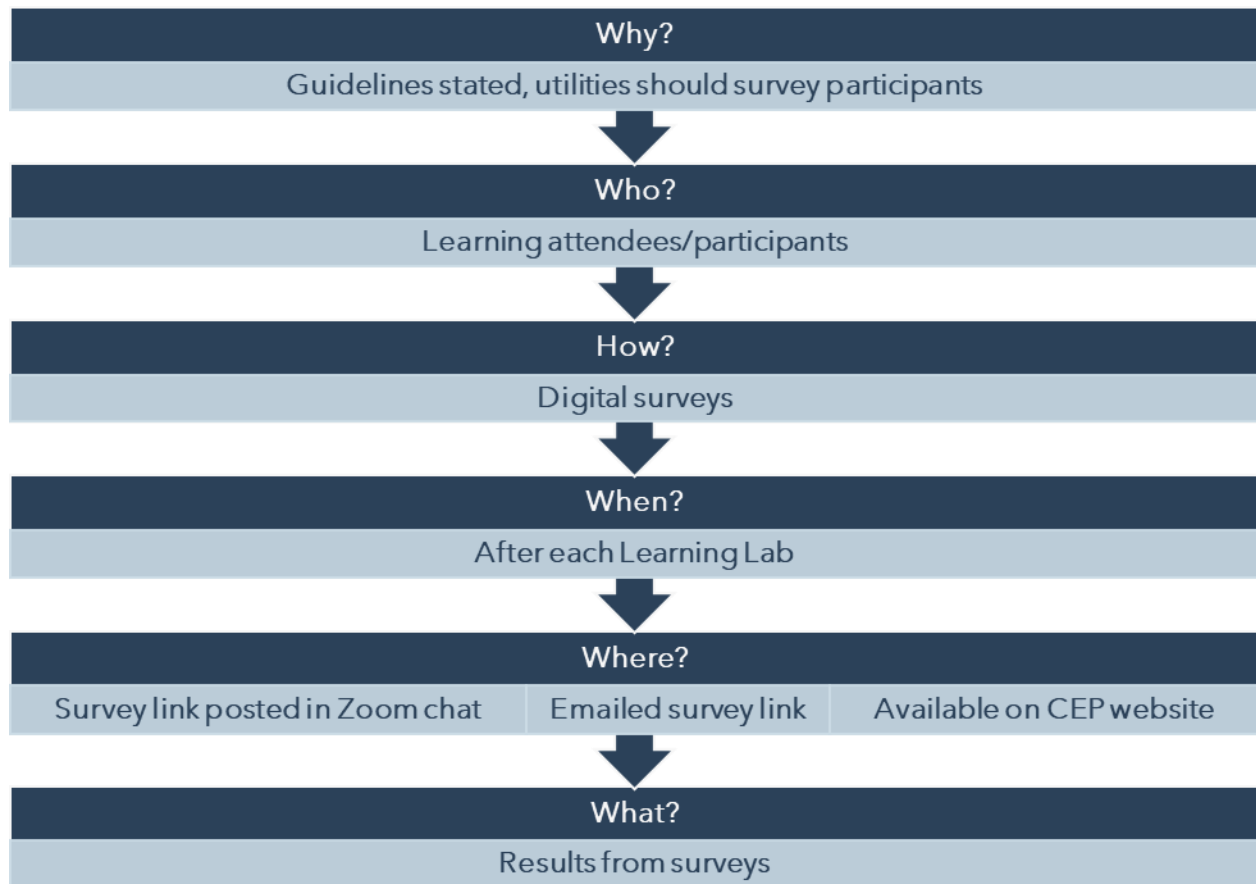
PGE crafted 2 types of surveys to measure progress and incorporate feedback from participants. Our first survey was created to collect information on logistical preferences and potential future presentation topics. For logistical preferences we discovered was:

- 67 percent of respondents preferred to meet monthly versus quarterly.

- 83 percent of respondents it would be helpful to have meetings at the same day and time.

- 100 percent of attendees wanted Learning Labs to be recorded.

This feedback enabled us to set-up recurring meetings on the same day and time, so in January 2023 we scheduled our Learning Labs every third Thursday from 10:00am – 12:00pm.

Recommendations for potential future topics received from respondents were:

- "Different funding streams that can help build CBREs and other DSP projects."

- "How different dockets (IRP, DSP, CEP, WPP, TE) can be streamlined."

- "The follow-up to how CBIs could be part of large-scale resources RFP."

- "I was hoping the Learning Lab would be more like a tutorial to understand the IRP better. The IRP uses lots of acronyms and assumes many things that aren't made apparent even after listening for a year. I had hoped to be caught up on these matters. I would like to understand the unspoken pros and cons implied by graphs and discussions presented at IRP. For example, no one is explicit about the seriousness of the distribution/transmission problem. There isn't enough comparison of PGE demand and supply with the resources being considered in detail for me to get a sense of scale of the material. This could be improved at IRP (best) or addressed at the Learning Lab."

- "If leaving no one behind is one driving force for the work, it's going to be a huge task. Federal funds could do a lot but at some point, private funds will probably need to come into play. I like to get some idea of how much work can be accomplished in the short term and longer term to improve community resilience. How much funding is available through ETO and other sources? How much can we expect will get done in the next 5 years?"

From these recommendations from community, we incorporated topics for discussion, such as: CBREs, CBIs, DSP projects, conversations about other dockets, IRP Roundtable updates, created an acronym key to eliminate barriers to understanding materials, RFP process and spoke about large-scale resources.

Our approach to our second type of survey was used to measure and evaluate content presented in our Learning Labs. The method used was asking participants four questions (see

Table 136) using a Likert-Scale (1 strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree) and this process was repeated for Learning Labs 2-5 surveys to maintain consistency in measuring our progress. What we learned was on an average respondents 'Agreed', our meeting objectives of the presentation were clearly stated and met, the presentation was well-organized and easy to follow, the information presented was relevant and useful and the content presented increased my knowledge of topic(s). We were pleased with the results, and found it demonstrated we were delivering content in a way that was understandable. We do recognize we had a small sample size, but we believe our Learning Labs were in impactful and did good job incorporating attendees' feedback.

Table 136. Repeated survey questions to assess value delivered to attendees

Question	Agreed
The objectives of the presentation were clearly stated and met.	3.8
The presentation was well-organized and easy to follow.	4.3
The information presented was relevant and useful.	4.0
The content presented increased my knowledge of topic(s).	3.5

The qualitative data that was collected, via our survey, provided us greater insight into how the participant was feeling and gave them an opportunity to openly and anonymously express feedback on our Learning Labs (see **Table 138**). Highlights from what we learned from attendees when we asked for Additional comments/feedback you would like to share, including recommendations for improvement. The following are the responses from Learning Lab sessions 1-5:

- "I think it is important to have a sense of what these meetings are leading to. Process is really important, and iteration is important too, but when we are dedicating hours to a process it is crucial for us to see tangible outcomes. Having a sense of what those can be early on is helpful."

- "The presentation was good. The make-up of the room was low on the CBO space (I think at one point I counted 10 people who were not IOU or not PUC, and one CBO partner). Not sure how you can go about addressing that as I know you are trying to make this room accessible to people in the CBO space. Will keep thinking and offer any suggestions that I come up with."

- "It was a really good meeting. The content was good. All the presentations felt good to me. Will encourage folks to watch the video if they could not make it."

- "In general, it would have helped for audience members to have materials before the presentation so that they could review it and be ready to learn. The presenter had the most information dense slides in the deck and although he obviously knows his subject matter, he has to understand his audience doesn't have nearly as much insight as he does. Slowing down enough to allow listeners to visually bring their eyes to the information being highlighted would help. I saw the moving his cursor, but he did not linger over the info long enough to make sure listeners could catch up with him."

We read everyone's feedback and acknowledged the areas where could make improvements. One respondent called out there were a large number of investor-owned utilities (IOUs) in the meeting, so we internally addressed this and capped the number of PGE employees who could attend. Also, we heard from another respondent that they wanted to us to share "tangible outcomes", so at our fifth Learning Lab we provided a progress report and updates of where we were at in the CEP process. This meeting was well received by attendees, and it taught us to have progress reports and updates every few months. We recognized the importance and value of collecting qualitative data and used this inform our future Learning Lab content and process improvement.

In conclusion, the surveys provided helpful feedback and input from our Learning Lab participants. In addition to measuring and evaluating our progress throughout CEP process. Again, we recognize that surveys were an efficient tool to measure outcomes and collect data, however low response rates were a challenge and could be found as ineffective. Overall, we thought our level of engagement was good and will continue to develop and learn from this experience.

Table 137. Quantitative survey responses

Learning Lab Date	Lab #	# of attendees	Total # of responses	# of responses per question	Percent	Question	Response
9/21/2022	1	17	6			What cadence would you find useful (monthly, quarterly, semi-annually, annually, or other)?	
9/21/2022	1	17	6	4	67%		Monthly
9/21/2022	1	17	6	2	33%		Quarterly
9/21/2022	1	17	6	5	83%	Would it be helpful to have meetings the same day and time?	Yes
9/21/2022	1	17	6	1	17%		Other
9/21/2022	1	17	6	6	100%	Do you want meetings to be recorded?	Yes
9/21/2022	1	17				How many Learning Labs (0-6) would you mostly likely attend the before March 2023?	
9/21/2022	1	17	6	4	66%		6
9/21/2022	1	17	6	1	17%		5
9/21/2022	1	17	6	1	17%		4
TOTAL RESPONSE RATE	**1**	**17**	**6**		**35%**		
10/27/2022	2	13	1	1	100%	The objectives of the presentation were clearly stated and met.	Agree

Learning Lab Date	Lab #	# of attendees	Total # of responses	# of responses per question	Percent	Question	Response
10/27/2022	2	13	1	1	100%	The presentation was well-organized and easy to follow.	Strongly Agree
10/27/2022	2	13	1	1	100%	The information presented was relevant and useful.	Strongly Agree
10/27/2022	2	13	1	1	100%	The content presented increased my knowledge of: Grid Needs, Non-Wires Solutions, Community Benefits Indicators and Community-Based Renewable Energy.	Agree
TOTAL RESPONSE RATE	**2**	**13**	**1**		**8%**		

Learning Lab Date	Lab #	# of attendees	Total # of responses	# of responses per question	Percent	Question	Response
11/16/2022	3	20		1	50%	The objectives of the presentation were clearly stated and met.	Strongly Agree
11/16/2022	3	20		1	50%	The objectives of the presentation were clearly stated and met.	Neither agree nor disagree
11/16/2022	3	20		1	50%	The presentation was well-organized and easy to follow.	Strongly Agree
11/16/2022	3	20		1	50%	The presentation was well-organized and easy to follow.	Agree
11/16/2022	3	20		1	50%	The information presented was relevant and useful.	Strongly Agree
11/16/2022	3	20		1	50%	The information presented was relevant and useful.	Disagree
11/16/2022	3	20				The content presented increased my knowledge of the following:	
11/16/2022	3	20	2	1	50%	Resilience	Strongly Agree
11/16/2022	3	20	2	1	50%	Request For Proposal 101	Strongly Agree

Learning Lab Date	Lab #	# of attendees	Total # of responses	# of responses per question	Percent	Question	Response
11/16/2022	3	20	2	1	50%	Community Benefits Indicators	Strongly Agree
11/16/2022	3	20	2	1	50%	Community-Based Renewable Energy	Strongly Agree
11/16/2022	3	20	2	1	50%	Resilience	Neither agree nor disagree
11/16/2022	3	20	2	1	50%	Request For Proposal 101	Neither agree nor disagree
11/16/2022	3	20	2	1	50%	Community Benefits Indicators	Neither agree nor disagree
11/16/2022	3	20	2	1	50%	Community-Based Renewable Energy	Neither agree nor disagree
TOTAL RESPONSE RATE		**20**	**2**		**10%**		

Learning Lab Date	Lab #	# of attendees	Total # of responses	# of responses per question	Percent	Question	Response
12/14/2022	4	7	1	1	100%	The objectives of the presentation were clearly stated and met.	Neither agree nor disagree
12/14/2022	4	7	1	1	100%	The presentation was well-organized and easy to follow.	Neither agree nor disagree
12/14/2022	4	7	1	1	100%	The information presented was relevant and useful.	Agree
12/14/2022		7				The content presented increased my knowledge of:	
12/14/2022		7	1	1	100%	Community Benefits Indicators (iCBIs, rCBIs & pCBIs) in IRP modeling	Agree
12/14/2022	4	7	1	1	100%	Resilience Product Development	Agree
TOTAL RESPONSE RATE		**7**	**1**		**14%**		

Learning Lab Date	Lab #	# of attendees	Total # of responses	# of responses per question	Percent	Question	Response
1/19/2023	5	7	0	0	0%	The objectives of the presentation were clearly stated and met.	
1/19/2023	5	7	0	0	0%	The presentation was well-organized and easy to follow.	
1/19/2023	5	7	0	0	0%	The information presented was relevant and useful.	
1/19/2023	5	7	0	0	0%	I appreciated the updates and content presented about the following:	
1/19/2023	5	7	0	0	0%	Community Engagement	
1/19/2023	5	7	0	0	0%	Resilience Product	
1/19/2023	5	7	0	0	0%	Potential CBRE Acquisition Paths	
1/19/2023	5	7	0	0	0%	Community Benefits Indicators	
1/19/2023	5	7	0	0	0%	Community Benefits and Impacts Advisory Group	

Learning Lab Date	Lab #	# of attendees	Total # of responses	# of responses per question	Percent	Question	Response
1/19/2023	5	7	0	0	0%	IRP Roundtable	
1/19/2023	5	7	0	0	0%	Distribution System Plan Generation Evaluation Map	
TOTAL RESPONSE REATE		7	0		0%		

Table 138. Qualitative survey results

Lab #	Question	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback
1	What topics do you want covered in our CEP learning labs?	CBIs, ways to streamline all three processes, how PGE will define resiliency.	Exploring in more detail how the three processes interact (IRP, DSP, CEP), community benefits indicators, exploring how justice issues can be addressed in IRPs (beyond CBREs), community resilience.	Multiple and varied community insights from the range of customers PGE serves, and reflection from PGE on how those insights are used or not.	Emissions reductions, upgrades to services in EJ communities, maximizing grid tech upgrades, reducing costs where possible	Understanding PGEs existing generation resources (purchases and facilities PGE owns) and which resources power residential customers electricity.	Utilities 101, what is OPUC, what is DSP, what does Energy Trust of Oregon do, benefits of heat pumps, funding opportunities.

Lab #	Question	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback
1	Who is missing from this space (recommendations for whom we ought to invite)?			There were quite a few utility representatives and few community members.	I'm not sure the EJ representatives have enough presence from what I have observed in OPUC meetings.		

Lab #	Question	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback
1	What are your recommendations for holding multiple meetings (i.e., IRP, DSP, and CEP)?	Recording them and sharing out recordings and slides so that people can watch when they have time. Sharing emails beforehand about the meeting topics so people can attend the pieces that they are most interested in (if they can't attend all of each meeting).		Meetings can be separate and held as needed; but each one should start as this one did - overview of the planning at PGE, where this particular meeting fits in there, where to go if you want to catch up on the whole or other pieces.	I think for me an integrated approach would be best.	Consolidate as much as possible.	

Lab #	Question	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback
1	How can we make information more accessible?	Posting recordings and slides in an easy to access place or sharing out the recording and slides to the email group.		Broader distribution of meeting invitations; proactive outreach to get people to the table.	Because I'm not sure I know how to explore your existing information adequately, I would appreciate an overview.	Email resources and agenda prior to calls and make recordings available shortly after.	Materials translated in Spanish, also maybe a Spanish interpreter in meetings if needed
1	What recommendations can you provide for collaboration with our tribal communities?			Remain in a learning mode far longer than you are comfortable with; when you think it's time to move to the next stage, hold and go back into learning mode. Truly commit to a lasting relationship.	I have no expertise here.	Reach out to Tribes directly.	Start with one-on-one interviews - collaborate with Indigenous community-based organizations.

Lab #	Question	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback
1	Any additional feedback you would like to share?		I think it is important to have a sense of what these meetings are leading to. Process is really important, and iteration is important too, but when we are dedicating hours to a process it is crucial for us to see tangible outcomes. Having a sense of what those can be early on is helpful.				Thanks for all the work you are doing, this is very important!

Lab #	Question	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback
2	What topics would you like to be considered in future Learning Labs?	-Different funding streams that can help build CBREs and other DSP projects. -How different dockets (IRP, DSP, CEP, WPP, TE) can be streamlined.					

Lab #	Question	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback
3	What topics would you like to be considered in future Learning Labs?	The follow up to how CBIs could be part of large-scale resources RFP.	I was hoping the Learning Lab would be more like a tutorial to understand the IRP better. The IRP uses lots of acronyms and assumes many things that aren't made apparent even after listening for a year. I had hoped to be caught up on these matters. I would like to understand the unspoken pros and cons implied by graphs and discussions presented at	The presentation was good. The make-up of the room was low on the CBO space (I think at one point I counted 10 people who were not IOU or not PUC, and one CBO partner). Not sure how you can go about addressing that as I know you are trying to make this room accessible to people in the CBO space. Will keep thinking and offer any suggestions			

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			IRP. For example, no one is explicit about the seriousness of the distribution/ transmission problem. There isn't enough comparison of PGE demand and supply with the resources being considered in detail for me to get a sense of scale of the material. This could be improved at IRP (best) or addressed at the Learning Lab.	that I come up with. It was a really good meeting. The content was good. All the presentations felt good to me. Will encourage folks to watch the video if they could not make it.			

Lab #	Question	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback
3	Additional comments/feed back you would like to share, including recommendatio ns for improvement.	The presentation was good. The make-up of the room was low on the CBO space (I think at one point I counted 10 people who were not IOU or not PUC, and one CBO partner). Not sure how you can go about addressing that as I know you are trying to make this room accessible to people in the CBO space. Will keep thinking and offer any suggestions					

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		that I come up with. It was a really good meeting. The content was good. All the presentations felt good to me. Will encourage folks to watch the video if they could not make it.					
4	What topics would you like to be considered in future Learning Labs?	If leaving no one behind is one driving force for the work, it's going to be a huge task. Federal funds could do a lot but at some point, private funds will probably					

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		need to come into play. I like to get some idea of how much work can be accomplished in the short term and longer term to improve community resilience. How much funding is available through ETO and other sources? How much can we expect will get done in the next 5 years?					

Lab #	Question	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback	Participant Feedback
4	Additional comments/feedback you would like to share, including recommendations for improvement.	In general, it would have helped for audience members to have materials before the presentation so that they could review it and be ready to learn. Mr. Shah had the most information dense slides in the deck and although he obviously knows his subject matter, he has to understand his audience doesn't have nearly as much insight as he					

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		does. Slowing down enough to allow listeners to visually bring their eyes to the information being highlighted would help. I saw Mr. Shah moving his cursor, but he did not linger over the info long enough to make sure listeners could catch up with him.					
5	No respondents						