Homework Synthesis

Redlined during 2/3/2022 WG Meeting

Note: This document compiles and summarizes the responses WG Members provided regarding CAEECC DEI recommendations. It was sent after the 1st meeting in preparation for the 2nd meeting. Common themes have been summarized and distilled in the interest of providing a more succinct distillation of recommendation ideas (kudos to Members for providing oodles of ideas in the homework survey!). Also, there are many ways to organize/slice and dice these ideas (as many are inter-related), so we’ll discuss what makes the most sense during the 2nd and 3rd WG meetings.

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As we go through the Homework Synthesis, **what’s** ***missing*, what you want *clarity* on, and what *doesn’t make sense* to you**

# Q1: What additional facilitation practices can we employ to foster more inclusive meetings?

Facilitation Strategies

* Pilot different strategies to invite **underrepresented and quiet voices** to speak up (beyond the “share the mic” meeting norm) (Alison, ED; Fabi, CSE)
* Ensure facilitation approach focuses on **inclusion, positivity, and seeking consensus** (Don Arambula)
* Provide **ample time for processing information** and **multiple strategies for gathering input** (e.g., written and verbal, during and outside of meetings; polls and other interactive activities; consider a flipped classroom model focused exclusively on engagement, questions, and discussion) (Yeshi, ED; Lara, NRDC; Kelsey, SJVCEO)
* **Make inclusivity a goal of every meeting** - and review each meeting to confirm goal was met (Kelsey, SJVCEO)
* Build **more time into agenda** for disagreement, discussion, and quick energizing exercises (esp for DEI conversations) (Dany, ICF)
* Strong enforcement of **video groundrule** (esp for DEI conversations) (Jim, Silent Running; Dany, ICF)

Ideas for new infrastructure

* **Alternate facilitation role among CAEECC Members** (Patti, SCE)
* Hire a **consultant** to either participate in meetings or analyze any proposed policies, reports, findings (Alejandra, 3C-REN)
* Use a **co-facilitator** to read the room and monitor chat (esp for any DEI conversations) (Dany, ICF)
* Leverage **personality test** results to improve engagement with all Members (Mabell, Viridis Consulting)
* Adopt strategies for **disability justice** (e.g., translation of materials to improve language access; closed/live captioning for the hearing impaired; written testimony for people with speech impairments) (Jake, SEI)

# Q2: What Member recruitment and retention strategies would advance our DEI commitment (e.g., possible compensation, geographic inclusivity in the context of future in-person meetings)?

Compensation (Yeshi, ED; Nils, ED; Lara, NRDC; Jake, SEI; Fabi, CSE; Don Arumbula; Jim, Silent Running; Dany, ICF; Alejandra, 3C-REN)

1. Provide **compensation** – for prep time, meeting time, and travel; as grants or stipends (preferred to burdensome reimbursement process)

Meeting accessibility

1. Offer **virtual meeting** option – even when there's an in-person meeting option (Lara, NRDC; Jake, SEI; Don Arambula; Kelsey, SJVCEO)
2. Foster strategies to help prospective Members with **language barriers** (Jake, SEI)
3. Host some **meetings outside major cities** (Alejandra, 3C-REN)

Outreach & relationship building

1. **Diversify outreach** (e.g., to CBO/front-line/social justice workers impacted by CAEECC's work) (Yeshi, ED; Dany, ICF; Jake, SEI; Robert, LIOB)
2. **Build relationships** with organizations outside of the traditional CPUC parties (Lara, NRDC)
3. **Offer support meetings** (e.g., to provide additional context, to let people of certain demographics connect) (Lara, NRDC)
4. **Engage with contractors** who work with underrepresented customers, and leverage those contractors to **engage with their customer base** (Allan, EEC)
5. **Reach out to the Diverse Business Enterprise firms** certified in the CPUC Clearinghouse (e.g., minority-, women-, small-, and LGBQT+-owned) (Mabell, Viridis Consulting)
6. **Recruit from regions that are disadvantaged or underrepresented (geographic inclusivity)** (Kelsey, SJVCEO)

Public engagement

1. Allow for **sufficient public comment** (Lara, NRDC)
2. Create a **standing agenda topic to spotlight** a Member's DEI activity focused on extending ratepayer funded EE program to more diverse end-users and stakeholders (Jim, Silent Running)
3. Identify **gaps in distribution and outreach lists** before putting out request for new Members (Patti, SCE)
4. **Assess the regions, communities, and audiences** that current CAEECC members represent (Kelsey, SJVCEO; Fabi, CSE)

Application process

1. Present tangible power/decision-making **authority, value proposition, and impact** for Members (Dany, ICF)
2. Provide **transparency about selection process** (Dany, ICF)
3. **Utilize "open hiring/recruitment":** application form that contains 3-5 questions about the role; does not address things such as educational background, job titles, etc. so you only recruit off the responses from the questions posed (Kelsey, SJVCEO)

# Q3: How can we diversify the lead and/or alternate representatives from CAEECC Member organizations on CAEECC?

Note: Funding and Outreach ideas were incorporated into Q2 (recruitment & retention)

Application process

* **Application assistance workshops** (review process and provide space for questions) (Yeshi, ED)
* Include an **equity rubric** in the application process that accounts for demographic information (Dany, ICF)
* Include **application questions on DEI** understanding and experiences (esp related to EJ) (Dany, ICF)

Education & training

* Provide **EE crash course**/workshop (so CBOs and other new voices feel empowered to be part of the stakeholder process) (Yeshi, ED)

Marketing

* Ensure recruitment and application documents **showcase DEI efforts** **and commitments** (e.g., goal is representation that reflects the future of our industry, not its past or even current state) (Kelsey, SJVCEO; Dany, ICF)
* **Update Charter** to include principles/commitment to diverse CAEECC leadership and Membership representation (Jim, Silent Running)

Other/Cross-cutting

* Optional **internal assessment of Members’ demographic info** (e.g., race, gender, age) – for baseline information; then craft DEI recruitment and retention plan (Fabi, CSE)
* Encourage current Members to “**look within**” their organization for reps who bring lived experiences and different perspectives (Nils, ED; Alison, ED; Lara, NRDC; Jim, Silent Running; Alejandra, 3C-REN)
* **Provide reps with resources** to be engaged (staff, interns, pro-bono resources, etc.) (Jim; Silent Running)
* Encourage organizations to **nominate upcoming leaders** (not Senior leaders, with viewpoint that they tend to be white, older, heterosexual, and male) (Patti, SCE; Dany, ICF)

Composition Recommendations

* **Term limits** – either for leads or organization itself (Patti, SCE)
* Adopt **lead/alternate requirements** in Charter (e.g., two leads, one lead and one alternate, require alternative to be non-leadership subject-matter expert) (Patti, SCE; Robert, LIOB)

# Q4: What organizational and educational development practices should the CAEECC consider (e.g., building DEI competencies or DEI training for Members and the Facilitation team; creating EE policy basics trainings; updating the CAEECC website and/or Charter)?

Marketing:

1. **Update the CAEECC website** to list DEI commitments, purpose (impact on policy & programs), actions & progress/accomplishments, and definitions (Jim, Silent Running; Dany, ICF; Alejandra, 3C-REN)
2. **Update the CAEECC Charter** with DEI groundrules for Members and Facilitation Team (Lara, NRDC; Don Arambula; Patti, SCE)
3. Create a **one-pager** summarizing CAEECC's purpose, members, and impact (Dany, ICF; Jim, Silent Running; Don Arambula)

Operations

1. Create a **DEI “checklist”** to use in evaluating all proposed recommendations and reports to ensure DEI is taken into consideration (Alejandra, 3C-REN)
2. Include **DEI norms/groundrules slide** in every meeting

Baseline Evaluations:

1. Offer a **panel discussion** (potentially including CPUC representation) to convey the policy importance of CAEECC's DEI commitment (Jim, Silent Running)

Education & Training:

1. Hire a **DEI consultant to conduct an education & training needs assessment** (Fabi, CSE)
   1. OR Send an anonymous survey to **evaluate Members' current DEI competency** (for educational development purposes) (Alejandra, 3C-REN)
2. Create an **EE Policy Basics handout** (Alejandra, 3C-REN)
3. Consider offering **EE policy training** for prospective Members (but secondary objective to building DEI competency) (Yeshi, ED; Nils, ED; Don Arambula)
4. Provide **DEI competency/training** for Members and the Facilitation Team, from DEI specialists from an underrepresented community (Alison, ED; Nils, ED; Lara, NRDC; Jake, SEI; Don Arambula; Alejandra, 3C-REN; Jim, Silent Running; Patti, SCE; Dany, ICF)
   * 1) Offer a *recorded resource* (e.g., for new Members that join mid-year)
   * 2) *Curriculum ideas*: understanding implicit bias; microaggressions; cultural competency; promotion of civility; social justice/social equity; environmental justice; supplier diversity; equity in program design; reimaging cost-effectiveness/NEBs
   * 3) Consider whether *WG Members* should also receive shared DEI training
   * 4) Ideas on *training/education orgs* (Epoch Education; leverage applicable CPUC ESJ Action Plan trainings/workshops, and consider inviting one of the ESJ liaisons to conduct Member training)

# Q5: Do you have any other ideas or suggestions related to DEI recommendations for CAEECC’s consideration?

Note: recommendations on facilitation, recruitment, or other topics listed above incorporated into Q1-4

1. Conduct **baseline survey on Members & Public perception** of current Full CAEECC meetings (e.g., were their instances something was said that was offensive, or at odds with an inclusive dynamic?) (Alison, ED)
2. **Look to other jurisdictions** for best practices (Jim, Silent Running)
3. **Include a recommendation in the report that the glossary be maintained as a resource, and periodically updated, for the benefit of full CAEECC and future WGs** (Alison, ED)
4. Detailed discussion of **energy programs as they impact low-income** communities (Robert, LIOB)
5. Separate DEI objectives for **CAEECC Members vs EE Programs** (Mabell, Viridis Consulting)

# Q6: What additional voices (besides this WG and the full CAEECC), if any, would you like to have review and/or inform WG recommendations, if possible? (e.g., Trade allies, customers)

* Trade allies
* Unions (work/work implementation groups)
* Authorized Agents of IOU's and Implementers
* Youth, universities, and emerging professionals (including respective diversity groups)
* Consumer advocates like CalPA and TURN
* Environmental, Racial, and Social Justice groups like Greenlining, Rising Sun, and California Environmental Justice Alliance (CEJA)
* Other experts (e.g., other agencies)
* Advocacy groups whose mission is to promote and establish diversity in EE (similar to E2, ACEEE, etc.)
* A representative sample of customers
* Local Government Coalitions
* Community Based Organizations and/or aggregations of Community Based Organizations
* Local Government Climate Action Organizations
* Tenant right groups
* BIPOC specific groups
* Community Service District Latino Service Providers
* Supply houses

# Q7: How should we go about including these voices? (e.g., public comment opportunity, panel discussion, 1:1 dialogue, focus groups, other?)

* Low burden approach
* Offer multiple approaches
* Panel
* Public comment
* Focus groups (could offer targeted series to specific groups like diverse business enterprises, public health non-profits, and trade groups)
* 1:1 dialogue
* Mini workshop
* Request report review before 4/12 submittal to Full CAEECC
* Leadership/Facilitation team outreach

# Diversity Definition

“Race\* as well as gender, gender identity or expression, sexual orientation, citizenship, religion, nationality, immigration status, ethnicity, culture, justice impacted, health status, age, ability, socioeconomic status, language, level of education, and any other category where persons identify as ‘different’ and have been marginalized/historically underrepresented and/or discriminated against as a result.

**Summary of proposed changes from HW (see redline above):**

* *Add*: immigration status, level of education, and final phrase about “differences that make a difference”
* *Remove*: political perspective, veteran, and “persons” after justice-impacted

*Note*: this is still a living definition subject to revision, whose intent is to guide the focus of this WG (and ultimately CAEECC’s DEI work).