



SECOND
LANGUAGE
PROJECT

LANGUAGE • CONNECTION • COMMUNITY



CANTONESE COMMUNITY PERSPECTIVES

Living with extreme heat

Everyday experiences. Shared knowledge. Practical possibilities.



San Leandro | Listening session: August 19, 2026

Community findings and proposals for discussion
English edition | October 2026

Carrying the conversation forward

Heat changes ordinary life: a meal, an errand, a night of sleep, a visit with a friend.

On August 19, Cantonese-speaking community members gathered in San Leandro to talk about very hot weather. They brought experiences from home, work, travel, and the places where they spend time. Some experiences also came from elsewhere in the Bay Area or beyond.

This booklet brings those accounts to community members, San Leandro 2050 (SL2050), the City, and the Extreme Heat Grant advisory. It recognizes residents' knowledge and the conditions that make managing heat harder.

The session was facilitated by Sky Woo and Kit Wong of the Second Language Project within the SL2050 and City extreme-heat engagement effort. This is one listening session's contribution to the larger conversation.

How to read it

Community experiences: pages 7-22.

What the findings suggest: pages 23-28.

Evidence, sources, and acknowledgments: pages 29-31.

These accounts describe the people who contributed. They do not speak for every Cantonese-speaking resident.

Evidence: Session notes; facilitation materials; written responses and discussion.

What the session helps us understand

Residents are already adapting. Public responses can make that effort easier.

Heat reaches into the home. Some participants described hot rooms, disrupted sleep, and difficult cooking conditions. Others had comparatively comfortable homes.

Choices depend on circumstances. Moving errands to a cooler hour helps when schedules allow it. Cooling equipment helps when it is available, effective, and affordable to use.

A cool destination must be usable. People discussed libraries, community spaces, shops, and other familiar places. Comfort, seating, hours, cost, and the journey all matter.

Useful shade needs thoughtful design. Residents valued trees and shade while raising questions about tree size, roots, placement, and responsibility.

Information and care travel through relationships. Phones, Chinese-language media, community networks, family, and friends all appeared in the record.

A planning question running through the findings: can a resident actually use the help being offered?

Evidence: Written responses; discussion; integrated analysis, F01-F10 and F13.

Space to speak, listen, and reflect

An evening built around residents' experience.



The Cantonese listening session, August 19, 2026. Shared tables and bilingual prompts supported the discussion.

Dinner, Cantonese conversation, bilingual slides, and a map offered several ways to take part. The Conversation Guide was a printed handout with questions and space to write about personal experiences.

The materials invited people to describe what happened in their own lives, respond to one another, and share different experiences. Written contributions were optional.

Time to remember, compare, and explain helps everyday details emerge.

Evidence: Session materials and photo EHG-089.

The questions opened several doors

The conversation moved from a recent hot day toward possible improvements.

Start with experience. Where were you? What were you doing? What stood out?

Follow everyday life. The guide covered changed routines, heat at home, getting around, hot and comfortable places, family and community support, information, and improvements.

Make room for different participation. The scripts encouraged quiet reflection, voluntary writing, follow-up questions, and responses from people who had spoken less.

Keep the method in view. The prompts included examples such as fans, libraries, trees, and WeChat. Those examples helped people respond, but also shaped what was discussed. We cannot label every theme spontaneous.

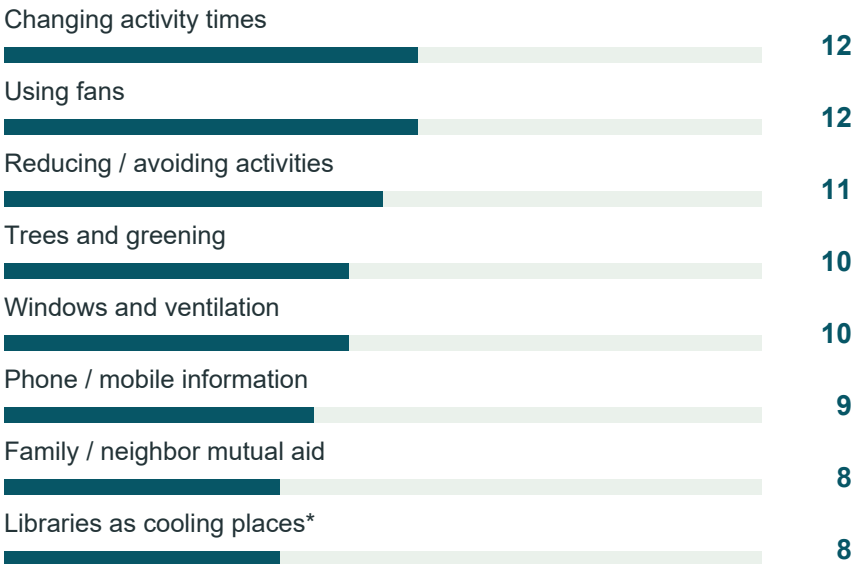
A planning script shows what facilitators intended to ask. The discussion and submitted guides show what was actually recorded. This booklet uses that distinction throughout.

This was guided qualitative listening, with room for stories and differences. It was not a representative survey.

Evidence: Conversation Guide; Session Design; Master Overview and Session Script; slide deck.

What appeared in 22 written responses

How many of the 22 submitted Conversation Guides mentioned each topic.



*Includes a response describing a library as stuffy. A mention is not necessarily an endorsement.

Each submitted handout counts once per topic. A response about both fans and trees appears in both rows. These are mentions, not votes or community-wide estimates.

The analysis grouped responses by topic and counted the handouts mentioning each one. Short and detailed responses each count once; a blank answer does not mean disagreement.

Evidence: Written Guides Master v1.0; topic counts checked against the response records.

Heat reorganizes the day

An earlier errand, a shorter walk, a postponed visit.

Participants described moving shopping, exercise, gardening, and other activities to cooler parts of the day. Some stayed indoors or chose not to go out at all. Changing timing appeared in 12 written responses; reducing or avoiding activities appeared in 11.

Those choices can preserve comfort, but they can also mean less exercise, less time with others, or an unfinished task. Adapting successfully does not mean heat has no cost.

Flexibility also varies. One written response described keeping appointments while reducing outdoor activity. The discussion distinguished optional outings from obligations that could not easily move.

What this suggests for planning

Consider the people whose work, appointments, or care responsibilities keep them traveling during hot hours. A service that works only for someone with a flexible day will miss part of the need.

Schedule flexibility is one of the resources people use to manage heat.

Evidence: CG-001, 005, 010, 012, 014-016, 018-019; discussion 08:12-13:19 and 25:46-26:15.

When an ordinary activity becomes difficult

A paraphrased account from the discussion.

One participant described sitting at home for an online class during a very hot afternoon. The discomfort made it difficult to continue normally. The account included using a fan, drinking water, and thinking about how to prepare the room differently next time.

This account matters because the person was already indoors, doing a seated activity. Heat was interfering with something ordinary: taking part in a class.

The written record contains a similar account of an online class. We do not assume that the two records represent different people or count them as two independent experiences.

The analytical lesson

Ask what people can comfortably do in a space, as well as whether that space exists. A home can provide shelter while still making learning, housework, rest, or social connection difficult.

Everyday functioning belongs in the heat conversation, alongside destinations and infrastructure.

Evidence: Discussion 01:24-02:52; CG-016. Paraphrase, not a direct quotation.

The hot day can continue after sunset

Some rooms remained uncomfortable even when outdoors began to cool.

Participants described heat lingering in their homes, including upstairs areas and bedrooms. In one discussion account, a parent connected retained roof heat, a child's difficulty sleeping, and reluctance to run air conditioning because of electricity cost.

Written responses described fans running through the night, waiting for the home to cool, and feeling cooler outside than inside. These accounts point to differences between rooms and between indoor and outdoor conditions.

Windows, curtains, fans, and air conditioning were used in different combinations. Participants did not describe one approach that worked for every home.

What this suggests for planning

Ask about evening and nighttime comfort, the room people sleep in, and what happens when their usual cooling approach is insufficient. Daytime outdoor temperature alone does not describe these experiences.

A cooler evening outdoors does not guarantee a comfortable bedroom.

Evidence: CG-001, 003-005, 008, 019; discussion 03:03-04:04 and 13:31-21:20.

Having cooling is only part of access

Equipment, effectiveness, and operating cost are separate questions.

Fans and ventilation appeared frequently in the written responses. Some people described having no air conditioning; others used it selectively. The discussion included concern that moving hot air was not always enough to feel comfortable.

Electricity cost affected cooling decisions in the spoken accounts. Written requests included help with electricity bills for seniors or lower-income households. The affordability theme appeared in three written responses, with further discussion in the room.

Driving to a cooler place can also involve expense. One participant linked stronger vehicle cooling with greater gasoline use.

What this suggests for planning

Understand the barrier before choosing the remedy: missing equipment, an uncomfortable room, running costs, difficult applications, or a costly trip. The session does not establish which assistance program would work best.

The uncounted show of hands about AC cannot establish an ownership rate for the room or community.

Evidence: CG-004, 009 and responses about cooling costs; discussion 03:35, 15:03, 23:36-24:21, 47:33-47:54.

Heat changes what reaches the table

Cooking was part of the heat experience, not a side issue.

Food and meal adaptation appeared in seven written responses. People described simpler meals, cold drinks and fruit, less desire to cook, and changes to food preparation.

In the discussion, cooking dinner could make an already hot home harder to tolerate. Participants talked about avoiding prolonged stove or oven use, preparing food earlier, and eating dishes cold later.

These accounts connect heat to the work of feeding a household. They also preserve familiar everyday knowledge: people have routines and preferences they use to get through uncomfortable days.

What this suggests for follow-up

Ask who prepares the food, what changes on hot days, and whether the alternatives are affordable and practical. Facilitator memories suggest cooking labor deserves more attention, but the session did not measure who carried that burden.

These are descriptions of residents' practices, not dietary or medical recommendations.

Evidence: CG-002, 005-006, 008 and responses about food and meals; discussion 03:03-03:35, 15:03-16:40; recollection FR-10.

Keep the differences in the story

A shared language does not imply a shared home, schedule, or preference.

Some homes were comparatively comfortable. CG-020 said the home was not especially hot. CG-012 described a usually comfortable home, with fan and AC use on unusually hot days.

Heat tolerance differed within a household. In CG-003, the writer described older parents as more able to bear the heat than the writer. This complicates assumptions about everyone's subjective comfort.

Local comparisons differed. One written response described San Leandro as relatively fortunate because hot spells felt short. Other accounts described hotter-feeling conditions over time. Neither is a temperature measurement.

Planning implication

Use the harder experiences to identify barriers and the more comfortable experiences to ask what helps. Neither should erase the other. The booklet therefore uses language such as "some participants" where that is what the evidence supports.

Variation is a finding. It helps explain why one response will not meet every household's needs.

Evidence: CG-003, 005, 012, 020-021; discussion 10:37-12:56; workbook Minority Report.

People named places they already know

Libraries, shops, community spaces, parks, and the shoreline all entered the conversation.

Libraries appeared in eight written responses. Some answers described an actual visit, while others named a place the person would go. Those are different kinds of evidence.

CG-018 described sometimes going to the library to read a newspaper and enjoy the air conditioning. CG-005 identified indoor and outdoor possibilities, including a library, shopping mall, shoreline, and park.

Familiar destinations can combine relief with reading, shopping, meeting people, or spending time outside.

But familiarity does not guarantee comfort. CG-003 described a library as stuffy and asked for indoor places with AC, Wi-Fi, and later hours.

What this suggests for planning

Ask which places people actually use, which they would consider, and which they avoid. A list of buildings alone cannot answer those questions.

Places named in this booklet are experiences and suggestions, not a directory of designated cooling centers.

Evidence: CG-003-005, 014-016, 018, 022; discussion 26:29-30:21.

What makes a cooling place usable?

A proposed review lens drawn from the accounts and facilitator observations.

Comfort. Is the interior actually comfortable at the time people need it? Can someone sit and remain for a while?

Time. Do hours cover the period when residents need relief, including homes that remain hot into the evening?

Basics. Are drinking water and clean restrooms available? Is there something useful to do, read, or connect to?

Welcome and cost. Can people stay without an unexpected purchase, fee, or sense that they do not belong?

The journey. Can someone get there and return home comfortably? Consider distance, walking, waiting, parking, and mobility access.

This is an analytical checklist for testing with residents and operators. It is not a scored audit of any existing facility. Details such as belonging, cleanliness, and access were expanded in facilitator recollections.

Ask a practical question: could you comfortably spend the hours you need here?

Evidence: CG-003-004, 018; discussion 26:29-30:21; recollections FR-14 and FR-15.

Cooling access includes the trip

The route to relief can contain its own heat exposure.

HOME

WALK

WAIT

RIDE

ARRIVE

A written response asked for shade while waiting for the bus. Another described seeking shade at traffic lights and finding it from trees or buildings at particular times.

The spoken discussion raised bus-stop shade and seating. Drivers also described very hot cars and the cost of running vehicle AC. Family rides appeared in the written record.

Together, the accounts suggest examining the whole trip rather than only the destination. The sequence shown is an analytical way to organize that review; it is not a measured route from the session.

Follow-up that could make this actionable

Invite residents to identify a specific stop or crossing, the time of day, how long they wait, where shade falls, and what would make the trip easier.

Home to walk to wait to ride to destination to return

Evidence: CG-005, 008, 019, 021-022; discussion 23:30-26:15.

A lived map of comfort and heat

Participants connected how a place feels with what surrounds them.

The map discussion associated hotter-feeling places with exposed pavement, large parking areas, traffic, and little shade or breeze. The Davis Street / Costco area was among the places raised.

Shoreline areas were described as cooler, with breeze an important part of comfort. Written responses also identified tree-rich places, parks, and shaded streets.

A cool shop and its hot parking lot can be part of the same outing. Comfort can vary within a place and across the day.

What still needs checking

The supplied photographs do not reveal a legible final sticker map. Exact pins, street segments, and some place names remain unresolved. No measured heat map is inferred from these accounts.

Revisit a few resident-identified places to record location, time, activity, shade, and what shapes comfort.

Resident experience can guide a site visit. It cannot, by itself, establish a measured hotspot.

Evidence: CG-005, 008, 013, 019; discussion 28:25-35:03; source-photo review.

Useful shade is shade where life happens

Waiting, walking, crossing, resting, and arriving.

Trees and greening appeared in ten written responses. Pedestrian or transit shade appeared in three. The accounts connect shade with specific activities, including waiting for a bus and stopping at a traffic light.

This moves the discussion from a general desire for trees toward the places where protection from direct sun would be useful. A shaded area that cannot be reached or used while waiting may not solve the same problem.

Timing matters too. A written response noted that shade from trees and buildings depended on the time. Counting a tree near a location is different from checking whether it shades the waiting area when needed.

What this suggests for planning

Assess the activity, the exposed spot, and the hour together. Consider trees alongside other appropriate shade options, with site conditions and maintenance reviewed by responsible staff.

A practical review unit: one place, one daily activity, and the hours when people use it.

Evidence: Topics in written responses; CG-008 and 019; discussion 24:30-25:18, 56:42-57:24.

Support for trees comes with questions

Appropriate size, placement, and care belong in the proposal from the beginning.

Participants called for more greening and shade. The closing discussion also favored trees that would remain manageable, with attention to size, roots, and nearby pavement.

The conversation mixed residents' views with facilitator examples about tree maintenance and property responsibility. These concerns are useful engagement evidence; the discussion does not establish the legal rules.

Fruit trees drew differing views. Support for shade should not be translated into agreement to accept any species at any location.

What this suggests for planning

Show residents a concrete planting proposal: expected shade and mature size, location, care needs, and who will be responsible. Invite concerns before a decision.

The standard backyard-tree and volunteer questions were not systematically completed. A frontage-tree exchange occurred, but it cannot estimate acceptance or willingness to volunteer.

More shade, with clear choices and clear responsibility.

Evidence: Written tree/greening theme; discussion 56:42-59:56 and 61:47-62:19; session notes.

Care is already part of the response

Calls, rides, shared information, and familiar relationships.

Eight written responses mentioned help among family or neighbors. One described neighbors helping and calling one another; another described help among friends and neighbors. A written response also recorded family-provided rides.

When asked who came to mind during hot weather, participants raised older people and people who were ill or disabled. These were expressions of concern, not a demographic count or clinical assessment.

Facilitator recollections added examples of bringing water or fruit and providing rides. Those memories help identify questions for follow-up, but are a different kind of source from the written accounts.

What this suggests for planning

Build on relationships with the people involved. Ask what support is welcome, what capacity helpers have, and who is missed. Do not assume informal care already reaches everyone or can replace public services.

An existing practice is a starting point for conversation, not automatic consent to join a new program.

Evidence: CG-013-016, 022; responses about helping one another; discussion 45:19-47:00; FR-17.

Useful messages need several routes

The record supports a mix of channels rather than one universal preference.

Written responses named phone forecasts or messages, television and news, radio or Chinese-language media, WeChat, and friends. These channels can overlap in the same person's life.

In the spoken discussion, one participant explicitly preferred text messages for government heat information. That is a useful preference to test, but not proof that SMS was everyone's first choice.

Chinese-community WeChat groups were also described. Facilitator recollections emphasized familiar language and trusted connections.

What this suggests for planning

Test messages in channels residents use. Ask whether people notice, understand, trust, and can act on them. Include people outside the most visible online group.

Test Cantonese wording or audio. English publication does not replace Cantonese-accessible follow-up.

Phone ownership, use of weather forecasts, and preference for City text alerts are different measures.

Evidence: CG-001, 004-005, 008, 013-014, 016-019, 021-022; discussion 51:14-55:27; FR-19.

From a warning to something usable

An editorial message framework, not an actual alert or adopted service.

1. Say what is happening and when.

State the expected hot period clearly, using information verified by the responsible agency.

2. Say what help is available.

Give confirmed locations, opening times, cost or eligibility conditions, and a way to check updates.

3. Make the next step easy.

Explain how to get there or whom to ask. Check the wording with Cantonese-speaking residents, including people who prefer spoken information.

4. Make sharing straightforward.

Keep the message short enough for a family member or community contact to pass along without losing essential details.

The session supports exploring this approach. The exact wording, channel mix, frequency, and notification threshold still need resident and agency testing.

Test comprehension with a real task: after reading this, what would you do next?

Evidence: Editorial proposal informed by discussion 51:14-55:27, written information themes, and FR-19.

A small number of voices can open a door

An idea does not need majority support to deserve a careful follow-up.

A neighborhood cooling network. One written response proposed using churches as free public resources during heat. This is an individual proposal, not an established network or a commitment from any institution.

Solar and cooling costs. One participant proposed solar power in the closing discussion so households could use AC. The underlying issue is affordable cooling; the session cannot establish the best technology or its economics.

Heat during a power outage. A participant raised concern about refrigeration, food, and refrigerated medication. This was a limited but consequential concern, not a measured pattern of local outages.

How to use these ideas

Clarify the need, check feasibility with appropriate partners, and seek contrasting experiences before broadening the claim.

Preserve a promising idea without turning it into community consensus.

Evidence: CG-003; discussion 45:53-46:48 and 60:55-61:41; workbook Minority Report.

Heat resilience is a chain of conditions

The findings connect the household to the street, the destination, and other people.

At home: Can I be comfortable enough to rest and carry on with daily life?

On the way: Can I make the trip without an impractical wait, expense, or exposed walk?

At the destination: Is there a place I can use, remain in, and reach when I need it?

Through information and relationships: Do I know what is available, understand it, and have support if I need help?

These connections are the analytical synthesis of this booklet. They explain why separate investments may need to be considered together. A destination with better hours may still be hard to use if the trip is difficult. A household with cooling equipment may still hesitate to operate it.

Immediate relief and longer-term shade can both belong in the response. This session did not establish a collective ranking between them.

Evaluate whether a proposal removes a barrier in someone's actual day.

Evidence: Synthesis of written responses, discussion, and integrated findings F01-F13.

What residents bring to planning

The detail is the contribution.



A view of the listening session. Photographs document the gathering; they do not establish who made a particular comment.

A room that remains hot at night. A bench missing at a place to wait. A library visit that combines cooling with reading. An errand moved to another hour. A call to a neighbor.

These details help turn a broad heat-resilience goal into questions that can be investigated and acted on.

Residents should be able to recognize their experiences in the findings and see what happens after they share them.

Evidence: Community accounts summarized in this booklet; session photo EHG-090.

Five areas for practical follow-through

Recommendations from this review for advisory discussion, not adopted commitments.

- 1. Review cooling places.** With residents and operators, assess comfort, seating, hours, water, restrooms, welcome, cost, and the journey at a few sites.
- 2. Check exposed waiting places.** Verify resident-identified stops or crossings, then assess shade and seating at the times people use them.
- 3. Clarify home-cooling barriers.** Understand equipment, room conditions, costs, and access to help before selecting an intervention.
- 4. Test Cantonese-accessible messages.** Try a short message through more than one channel and check what residents understand and can do.
- 5. Pair planting proposals with care plans.** Make species, placement, expected shade, mature size, and maintenance responsibility explicit.

Choose a willing lead, a concrete output, and a date to report back.

Evidence: Recommendations derived from pages 7-23; not a participant ranking.

Ask the questions that change a decision

A focused next conversation can strengthen the work without repeating the whole session.

For cooling-place users and nonusers: Where have you actually gone during heat? What helped you stay, or stopped you from going?

For people with different home conditions: Which room is hardest, at what time, and what becomes difficult? What makes a comparatively cool home work well?

For walkers, transit riders, and drivers: Which exact part of a trip is hardest? Where do you wait, and for how long?

For households facing cooling costs: What kind of help would change what you can do? What has happened when you tried to find assistance?

For people with different information habits: Which message did you actually notice, understand, and act on?

Include contrasting circumstances deliberately. More detailed qualitative follow-up would test the interpretation; it would still not create a representative population estimate.

Ask about a specific recent experience before offering a menu of solutions.

Evidence: Review recommendations informed by the workbook follow-up and verification records.

Measure whether the response works

Suggested learning measures for a future pilot or site review.

Cooling places. Record usable hours, amenities, resident-reported comfort, and reasons people choose not to use a site.

Waiting and walking. Record exact locations, shade at relevant hours, seating, and residents' descriptions before and after a change.

Home-cooling assistance. Record barriers, completed referrals, and whether households say the help changed their ability to cool the home.

Communication. Check reach and comprehension separately. Ask what action people understood and whether information was accurate when needed.

Tree proposals. Record concerns, how they were addressed, and whether care responsibilities are understood.

These measures are proposals. The session did not evaluate services or establish a program baseline.

A message sent, a site listed, or a tree planted is an output. Ask what changed for residents.

Evidence: Editorial evaluation proposal derived from the listening-session findings.

Carry the listening into the next decision

Questions for shared discussion across the community listening sessions.

Where do the sessions converge? Which needs also appear in other communities, and which details require a different local or language-specific response?

What can be checked next? Select a manageable site review, route check, communication test, or assistance inquiry. Name the question it should answer.

Who can help make it concrete? Identify willing partners and the information they need. Do not imply a facility, resident, or organization has agreed before they have.

How will residents hear back? Decide how to report what was heard, what will be explored, what cannot move forward yet, and why.

The Cantonese session contributes experience and practical questions to this wider discussion. The next step is to connect that knowledge with responsible people, feasible options, and visible follow-through.

Close the feedback loop: what we heard, what happens next, and when people will hear more.

Evidence: Proposed advisory discussion prompts based on this review.

What this edition can and cannot establish

A transparent basis for community and City use.

What we reviewed. The analysis combines 22 submitted Conversation Guides with written answers, the transcribed discussion, and 20 facilitator recollection records. These document one session, not three separate groups.

How topics were counted. Written answers were grouped by topic, such as fans, trees, or changes to daily routines. Each handout counts once per topic. Blank answers do not mean disagreement. Neither the 22 handouts nor the stipend list represents total attendance.

Transcription. Complete handwritten originals are available. Facilitators listened to the recorded speech, checked the transcriptions, and reconstructed difficult-to-read handwriting to reflect participants' contributions accurately.

Presentation. Accounts are paraphrased, not direct quotations. We distinguish proposals from experience, preserve differences, and omit precise map pins and unverified service or legal claims.

This edition supports understanding and follow-up, not community-wide prevalence estimates.

Evidence: Written master; transcript; workbook; recollections; ingestion audit; organizer clarification.

A trail back to the work

Short references on each page point to this project record.

Written responses (CG-001 to CG-022)

Cantonese Extreme Heat Written Conversation Guides Master, v1.0, August 20, 2026 (EHG-067). Each CG number identifies one anonymous written response.

Discussion

Supplied session transcript (EHG-083). Times refer to elapsed recording time. The integrated qualitative workbook v7 (EHG-065) provides evidence logs, thematic analysis, differing perspectives, and follow-up records.

Facilitator recollections (FR-01 to FR-20)

Joint post-session recollections by Sky Woo and Kit Wong, August 21, 2026 (EHG-071). Used with lower evidentiary weight than contemporaneous accounts.

Session and analytical materials

Conversation Guide (EHG-031/032), slides (029/030), Session Design (044), scripts (038/045), session notes (064), executive summary (070), internal report (073/074), and triangulation analysis (076).

The project source register preserves filenames, versions, and provenance. An accompanying review memo and page-to-source table document the editorial decisions for this edition.

Evidence: Project source register, reviewed October 11, 2026.

Thank you for sharing everyday life

The community contribution is time, attention, experience, and care.

Thank you to the residents who spoke, listened, reflected, and left written responses. Their accounts reveal everyday decisions and constraints that a broad discussion of heat can miss.

Session facilitation

Sky Woo and Kit Wong
Second Language Project

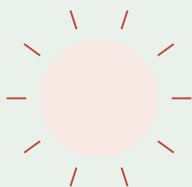
Project context. The SL2050 and City of San Leandro extreme-heat community engagement effort.

This edition. Prepared from the supplied session record for community and advisory discussion. Proposals are not an adopted City plan.

Photographs. Supplied in the project archive; permission for identifiable participants confirmed by the organizer. Photos do not identify speakers or attribute accounts.

**English edition | Prepared October 11, 2026
For the October 13 advisory conversation**

Evidence: Project materials and organizer confirmations.



THE CONVERSATION CONTINUES

A more comfortable day starts with understanding one.

At home. On the way. In the places we gather.

Cantonese community perspectives on extreme heat
San Leandro | August 19, 2026 listening session

Second Language Project
Community findings and proposals for discussion
October 2026 | English edition



SECOND
LANGUAGE
PROJECT

LANGUAGE • CONNECTION • COMMUNITY