**To**: San Mateo County LGBTQ Commission

**From**: Giuliana Garcia

**Date**: January 7, 2020

**Subject**: Commissioner Update

On December 3, I had the privilege of speaking at Facebook's internal women's professional development conference: Women's Leadership Day.  Over 8,000 female Facebook employees across our North America offices connected for a day in San Francisco to celebrate, learn, inspire and share with one another. The day was filled with keynotes, fireside chats, and engaging breakout sessions.

The theme of this year's conference was "Lead Together."  During my talk, I opened up about my struggles with coming out to my family, and the important role the LGBTQ+ employee resource group at my former company played in helping me reclaim my identity.  I also talked about something very important to me: how women need to fiercely advocate and champion one another. How frustrating it has been in my career to only see (white) male leaders at the top, and never see leadership that looks like me (queer and latinx).  Representation matters--not seeing leaders at the top that reflected my identity made me feel that I couldn't ask for the growth opportunities and promotions I wanted.  I talked about the concept of the "scarcity problem" (where women believe there is only room for a handful of strong women at the top), and how I've had previous female managers and colleagues who have competed with me and even actively made my job harder by pointing me in the wrong direction. I have been fortunate to be able to overcome some of these challenges (although there is always work to be done!) by receiving support from different amazing women in my community who took chances on me and felt called to support me.  I concluded that women need to recognize how amazing we all are and how powerful we can truly be if we advocate for and champion each other.

As one of my goals to further the connection between our local community in San Mateo County and the tech industry, I hope that sharing this update will help highlight the good work being done within tech to support and develop its underrepresented employees.

**COUNTY**OF **SAN MATEO**
LGBTQ COMMISSION

County Government Center
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Redwood City, CA 94063
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http://lgbtq.smcgov.org

Toby Ewing
Executive Director
Mental Health Services Oversight and Accountability Commission
1325 J Street, Suite 1700
Sacramento, CA 95814

Dear Mr. Ewing,

The LGBTQ Commission of San Mateo County is writing to support the Filipino Cultural Center MHSA Innovation project being submitted for approval by the San Mateo County Behavioral Health and Recovery Services.

The Filipino community is suffering, and it has gone unnoticed for long enough. The effects of colonial mentality have driven the Filipino community to undiagnosed/untreated depression, substance use, cultural identity confusion, oppression, and suicide ideation. There needs to be a solution to this and we believe the proposed Filipino Cultural Center MHSA Innovation project is a start.

Not only can this Filipino Cultural Center support the community break through the cultural stigma and lack of understanding of mental and emotional health, but it can bridge the gap of Western and Eastern practices and be a catalyst for future models of mental health services for minorities. The integrative approach of traditional therapeutic behavioral services to treat the pathologies of an individual with the understanding of emotional suffering as a universal human condition and needing to take an active role in shaping one's psychology provides a balanced approach to mental health. This Filipino Cultural Center would be the first of its kind in San Mateo County and would be pioneers for providing to an underserved population using supportive, creative, and innovative methods. We hope you can join us in supporting to change course of the diverse effects of mental health, mental illness, and mental health services within the Filipino community by approving the Filipino Cultural Center MHSA Innovation project.

Sincerely,

Grant Whitman                            _____
Co-Chair                                          Co-Chair

**COUNTY OF SAN MATEO**
**LGBTQ COMMISSION**

## Meeting Schedule

1. Meetings of the LGBTQ Commission are held on the first Tuesday of each month from 6:30 – 8:30 PM.

2. Unless otherwise noted, meetings will be held at the San Mateo County Pride Center, 1021 S El Camino Real, San Mateo, CA

3. Important Dates:
   o June 13, 11am-5pm; SMC Pride Celebration

<div align="center">

January 7

February 4

March 3

April 7

May 5

June 2

July 7

August 4

September 1 (Tuesday before Labor Day)

October 6

November 3

December 1 (Tuesday after Thanksgiving)

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# 📄 HOW IMPORTANT IS CULTURE TO YOUR NONPROFIT BOARD?

*By: Diana Kern, NEW's Vice President of Programs*

Nonprofit boards are groups. All groups have cultures. The best and most productive groups have cultures that foster inclusiveness, accountability to each other, trust, open and honest discussion and where members of the group feel valued and appreciated. The most effective groups have leaders that truly believe mission, vision and values are critical to group accountability. In all my years working with nonprofit boards and CEO's, I have found that most boards do not pay enough attention to or even question the role "culture" plays. Bottom line…culture is about leadership. Leadership cannot be put in a policy. All board members have a duty to lead.

We all understand governance now, and almost all boards have board member job descriptions as well as a code of ethics. About 70% or more of all nonprofit boards have passed policies that call for the annual review and signing of a conflict of interest policy. No written policy can take the place of culture. And, how do you create a sustainable culture when the Board Chair role changes frequently or the person filling the role was strong-armed into the role because no one else would step up? What if the person has never lead a group or lacks leadership skills?

The biggest issue with nonprofit boards is the "nice-guy" syndrome. This lethal syndrome seems to be in the DNA of volunteers who traditionally avoid any form of conflict which will infringe upon their personal time or cause conflict with other directors. We just want to show up, meet for the hour and half necessary to provide oversight and leave. However, never underestimate the power of culture when major changes need to be considered.

**Top Five Considerations about Nonprofit Board Culture**

**1. The Board Chair Does Make A Difference**. It is not the role of the CEO to set the culture for the board. The board is made up of peers – volunteers at the table there for any number of reasons. We hope those at the table with us are there for the right reasons – to advance the mission of the nonprofit and to protect stakeholders through proper oversight and actions. The Board Chair is the leader of the board, just as the CEO is the leader of the staff.

Boards that strategically place servant leaders into their Chair roles perform at significantly higher levels. The Board Chair seat is just as important as who the board chooses to lead the business.

**2. Officers Together Own Culture**. Culture comes from the way we talk and treat each other and from the expectations we set for each other. No expectations. No outcomes. If we as volunteer peers do not seek accountability from each other, only the 20% of overachievers will actually produce. Three people will do all the work. And, while they are doing all this work they will complain to each other about how ineffective everyone else is. Nonprofit board work needs to be spread out evenly in order to avoid burnout and to help build sustainability and succession of officers. If a fellow board member fails to perform, whose job is it to find out why and to seek ways to correct the issue? All the officers own this job. The officers need to know they have to have each other's backs and must be seen as a united team focused on the same goals. The more they communicate with each other, the better.

When someone agrees to an officer roll they need to take it seriously and believe they are just as important to a good culture as the board chair is. Do they help screen the next set of board recruits and share our values and cultures so we ensure a good fit? Do we lead by example and show up on time, having read all the materials sent to us and take an active role? In many cases those that have ended up next to me at the board table seem to have received less screening than a potential date might.

**3. Put Culture Into Action**. Have you ever heard someone ask a kid, "Where'd you learn to do that?" In most cases, they will say a parent or another close adult taught them. Culture can and should be passed on. Today, the average length of time anyone serves on a single nonprofit board is six years. And in many cases, this is much less. Therefore, we have to intentionally help culture along. Some ways to do this include:

- Agendas that ask for affirmations or provide time to acknowledge good deeds or outcomes, celebrations and appreciations
- A culture that encourages a move to consensus building regardless of the bylaws – getting to "yes" in order to build a team and accountability
- Board Officers that call board members outside of meetings or email them to check in or inquire if they need anything or have questions about their service
- Establishment of informal mentoring of newer board members

- Instituting professional development support for board members to learn important skills like leading meetings, asking for money, or acquiring the tools of a great Treasurer
- A board chair that thanks everyone for coming and starts and ends meetings on time
- Officers that, together with the CEO, review the upcoming agenda for input into critical discussions

This list can go on and on. None of these things will ever be found in policy. When I am a board chair, I also set a culture of respecting each other and the staff's time by requesting all smart phones be put away for the hour and half needed to conduct the meeting. I have also called board members that did not show up and neglected to email or call me to say they could not attend the meeting. It is board meeting right? Not a staff meeting? Stop the culture of having board members email the CEO the day of meeting to say they can't make it. It is not their problem. The accountability is to the Board Chair and your fellow board members.

If food is your culture, embrace it! Feeding board members, as long as the expense is reasonable, is okay, especially if your board meetings are in the early evening.

**4. The Board Needs to Communicate The Culture.** At the beginning of year, and once you have elected your officers and filled those open board seats, include in the first meeting the agreed upon norms and culture. You will be shocked how happy and engaged this makes volunteer board members! We are taking time to talk about how we will treat each other and how we will respect each person's time. Here are some great examples I have seen for your group's consideration:

- If an email is sent out by the CEO or Board Chair seeking an "action" or "response" if you do not respond in 48 hours, our culture is that you have agreed to waive input
- For all board meetings, smart phones will be but on vibrate or put away and we will respect each others time by only attending to smart phones, emails, etc. if we have an emergency
- Our staff spends up to 8 hours putting together the material for our board packet. We ask that each board member read the material before coming and we do not require our staff to print copies – bring your own in hard copy or electronically
- Since we meet every third Wednesday at 5:30 p.m. food and drink will be provided ½ hour before the meeting – contributions of "sweets" by the board members is encouraged

- We ask all board members to give a one-year notice of their intention to no longer serve (we understand when emergencies prevent this). In your final 12 months, we will ask you to identify your replacement and recommend this person to the Governance Committee for consideration. This is our way of creating succession for board member and to honor those we leave in service.
- In our meetings we encourage respectful debate on strategic matters – open and honest discussion is expected of our board members
- We agree not to monopolize meetings and to encourage those that have not spoken to add their opinions and thoughts

These seven steps can help you build a culture that begins to cultivate accountability to each other.  Serving on a nonprofit board is hard work. We should feel accountability to our fellow board members and apologize if we have let them down and if necessary, feel compelled to resign if can't add value and pull our own weight. When we refuse to get of the way our peers have to hold us accountable.  We may only see each other a dozen times a year, but we have to work hard to create a peer culture that inspires us and sustains us.

# LGBTQ Youth Proposed Policies – 5 Areas of Recommendations

## Topic 1:  Visibility

1.  **Support youth leadership efforts** to address anti-LGBT bullying and harassment on all school campuses and increase LGBTQ youth representation on local commissions and advisory boards.
2.  **Promote civic leadership efforts** to increase **LGBTQ visibility and inclusion** across all settings by sharing ways and contacts to organizations on County web site.
3.  **Bring more LGBTQ services & events via the San Mateo County Pride Center to North County, Coastside, & South County.**
4.  **Raise awareness in schools of the FAIR Education Act** and verify compliance with the Act.

## Topic 2:  Data Collection

1.  **All county-funded projects must use an equity lens and must be inclusive of SOGI data.**
2.  **Regularly collect SOGI data** as part of routine service interactions, such as intake of healthcare services.
3.  **Collect SOGI data in planned, periodic surveys** that the County frequently conducts such as surveys, focus groups.
4.  **Review school climate surveys** to include questions relating to school safety, discrimination, and harassment of LGBTQ students.

## Topic 3:  Services

1.  **Implement LGBTQ-inclusive services** across all settings prioritizing alcohol/drug treatment, child welfare, juvenile probation, law enforcement practices, medical facilities, mental health treatment, and schools.
2.  **Launch a public wellness campaign** aimed at health providers focusing on the needs of LGBTQ youth.
3.  **Promote LGBTQ-friendly services, including faith-based (Welcoming Churches and Synagogues)** across the County by including a rainbow or other insignia next to the organization in the County's online and hardcopy directory.
4.  **Provide LGBTQ training and on-going assistance** from the Pride Center or Outlet or similar affirming organization.

## Topic 4:  School Safety

1.  **Adopt a comprehensive anti-bullying policy** in schools includes race, gender, ethnicity, religion, sexual orientation and gender expression/identity. It will **require staff trainings** that enables staff to identify and address anti-LGBT name-calling, bullying and harassment.
2.  **All schools should have private, gender-neutral bathrooms** for any students to use.
3.  Post a safe space sign (in English, Spanish, Chinese, and Tagalog) that includes **contact information for the Pride Center** in the front office and every counseling office

## Topic 5:  Inclusive Schools

1.  **Implement age-appropriate, LGBTQ-inclusive curricula** to help students understand and respect differences. Include strategies that build students understanding of themselves in their various complex identities and gives teachers and students tools to combat stereotypes, bias and discrimination. Also, **review sex education and health/wellness curricula** to address safe dating and sex for **youth of all sexual orientations**.
2.  **Require LGBTQ training for all school personnel,** provided by Outlet, the Pride Center or similar affirming organization. **Give students access at school** to mental health clinicians staffed and/or trained by Outlet, the Pride Center or similar affirming organization.
3.  **Review school dress codes and implementation** to address restrictions on gender expression.
4.  **Update school forms** to include non-gendered language and improve ways to respect pronouns and gender of students and guardians.

# TRAINING (46)

Require LGBTQ training for all school personnel:
- o We absolutely need training for teachers and staff. This is very important. But this is a time issue—we have to fit it in with other priorities--how to do it? It requires a change in mindset and people have to be present.
- o We need training for teachers to address bad language about LGBTQ folks.
- o Need training first for all adults. Use similar vocabulary and terminology—some adults don't know the right words but want to help.
  People need training in the latest, appropriate terminology for LGBTQ
- o Staff should have training around anti-bullying
- o CA AB 493 requires LGBTQ training for teachers—how will this be delivered?
- o Updates to training are determined by the district
- o Sexual abuse/harassment training is mandated and on-line
- o Training should address parents, staff, students
- As a county worker, I went to a Pride Center training on colleting SOGI data. Very meaningful.
- If you don't know the socially and culturally appropriate way to collect SOGI data, you won't get it. Important to have a training on how to collect it properly.
- Need teacher and staff training; need knowledge to be shared; even many teachers don't know how to talk about these issues
- There is a big question of capacity/cost of training/who pays for it?
- Should leverage the LGBTQ training that is already taking place in the county
- Focus should be on training – and include governments/ schools/ etc. – needs to be systemic
- Staff training is important, influences students
  - o Should address trans students
  - o Be specific, inclusive
  - o Start with administration attendance
- Pay teachers to attend training, make it a priority and a requirement. Include substitute teachers. Educate them around laws around gender neutral bathrooms
- Require training. Should be in middle school and high school.
- Provide Inclusivity training: addressing differences, embrace diversity
- Provide support/training/consultation
- Utilize outside resources to do training; require all staff to be trained
  - o Get all involved
  - o Require students to take training
- Training on gender spectrum
- Need teacher and staff training; need knowledge to be shared; even many teachers don't know how to talk about these issues
- Provide support/training/consultation

# TEACHERS (40)

Post a Pride flag; have teachers post Pride flags
We need education for teachers and administrators about what is required
- Hold teachers accountable for bullying
- School-wide assembly on LGBTQ issues was helpful but assembly was voluntary based on whether teachers wanted their classes to attend—should be mandatory for all
- How can teachers support students who are receiving services from the Pride Center?

- Challenges in my private practice is that youth who most need services are most reluctant to seek them. How to reach these youth? Mental health professionals, teachers and school counselors could connect them to services.
- 1-on-1 conversations between teachers and students and between teachers and parents to explain the need for SOGI data would feel safest.
- Need teacher and staff training; need knowledge to be shared; even many teachers don't know how to talk about these issues
- Want much more of a systemic change – need to deal with this on all levels (e.g., pay teachers a fair salary so we can select high quality teachers, etc.)
- How to teach teachers and staff; need to get school boards on board, especially principals.
- Trainings – be all inclusive – but hard to implement
- Issues with not just teachers and staff, but also substitute teachers
- Pay teachers to attend training, make it a priority and a requirement. Include substitute teachers. Educate them around laws around gender neutral bathrooms
- Teachers/people should use correct pronouns
- Normalize LGBTQ: have teachers introduce themselves as: My name is___ My pronouns are_____
- Teachers already have to do a ton of reporting—it's overwhelming
- Teachers need to call out students when they observe bullying or negative language and there should be strict consequences
- CA AB 493 requires LGBTQ training for teachers—how will this be delivered?
- Updates to training are determined by the district
- Safe space signs should include contact information for local services, counselors, teachers
- We absolutely need training for teachers and staff. This is very important. But this is a time issue—we have to fit it in with other priorities--how to do it? It requires a change in mindset and people have to be present.
- We need training for teachers to address bad language about LGBTQ folks.
- Invite diverse student representation on advisory committees, e.g. deciding on new text books. Have some advisory meetings at schools so students can join.
- Normalize LGBTQ: have teachers introduce themselves as: My name is___ My pronouns are_____

# BULLYING/ANTI-BULLYING (20)
- Adopt a comprehensive anti-bullying policy:
- Anti-bullying policies need to be updated annually√
- Anti-bullying policy is an obvious, good thing to have, but students don't follow it—it needs to be real with consequences
- A lot of bullying is subtle, micro-aggressions that need to be addressed
- Kids will use slurs and say things are "gay" and other things where they don't think about the impact of what they are saying—this needs to be addressed too
- Teachers need to call out students when they observe bullying or negative language and there should be strict consequences
- Need support from state and County for anti-bullying policy including dedicated funding, allocated time and ability to monitor
- People need training in the latest, appropriate terminology for LGBTQ
- Schools in our district currently have anti-bullying presentations
- Staff should have training around anti-bullying
- CA AB 493 requires LGBTQ training for teachers—how will this be delivered?
- Updates to training are determined by the district
- Sexual abuse/harassment training is mandated and on-line
- Anti-bullying policies are sometimes used to target the wrong people, e.g., when people who are bullied defend themselves, they are sometimes punished. Want to make sure this doesn't happen.

- Need to increase restorative practices in dealing with bullying
- Difficult to have conversations about LGBTQ issues
- Need to lean into discomfort and have patience
- Training should address parents, staff, students
- Need to figure out how to stop or take seriously bullying at school. Can't just be 'don't bully' but need to educate all kids on inclusiveness and the impact they can have (positive or negative).
    - Need to offer anonymous support for those who need it. Need to stop bullying, making jokes – it is acceptable to joke about being gay, it is not acceptable to joke about race.
    - School safety is especially important if not available at home. Example: name, gender, conversation at beginning of the year, and teacher vocalizing pronoun, zero tolerance policy around bullying.
    - Do anti-bullying policies exist?
    - Add/clarify cyber-bullying- includes all forms/types of bullying
    - Enforcing anti-bullying policy: have a different type of punishment
    - Parent education is needed:
    - Students are scared
    - Provide support/training/consultation
    - Provide resources
    - #3: Concern about a hostile environment in schools: we would like to see resources provided near schools to address anti-bullying
    - Half Moon Bay High School anti-bullying policy specifically includes LGBTQ
    - Teach anti-bullying and have consequences in place
    - Note: 1st part #1 and #2 are law at public schools for anti-bullying and gender neutral bathrooms
    - How to push schools to adopt policy that is law
    - How to support charter/private schools to have gender neutral bathrooms and antibullying policy
    - 

# SOGI (18)

- Trying to figure out how to identify SOGI data from student information systems and how to report it back to the state is not an easy process—it requires tech support and can take a long time
- Would like to see administrators/schools collect SOGI data directly from students rather than from overall systems and parents
- Questions related to individuals should be specifically completed by the individual (student) and the other information can be completed by the parent—this will help maintain confidentiality
- Concern about what the SOGI data will be used for and what questions will one asked?
- How accurate is the data if someone's identity changes?
- When students are responding to a survey it should be contextualized in order for the individual to respond authentically—e.g., explain why the survey is being given and what purpose it serves—the why needs to be clarified
Collect SOGI data in surveys
- There are a variety of surveys but nothing is ever done with the data—do something with it
- Surveys are very lengthy and there are too many throughout the year—data may not be accurate
SOGI is currently not included in the climate survey
- As a county worker, I went to a Pride Center training on colleting SOGI data.Very meaningful. Hope it continues (Pride Center funding)
- If you don't know the socially and culturally appropriate way to collect SOGI data, you won't get it. Important to have a training on how to collect it properly.
- Nobody at my school was asked for SOGI data.
- We would feel okay about giving SOGI data to government institutions, libraries and community centers.

- If a stranger asks us or someone in the community doesn't know us it might feel less safe to answer SOGI questions as opposed to people or classmates who know us or have known us for years.
- Might feel compelled to answer SOGI questions if they have to take a state test (standardized test) and would be required to answer vs. voluntary.
- We don't mind SOGI questions but our friends who are not out might not feel okay about it.
- 1-on-1 conversations between teachers and students and between teachers and parents to explain the need for SOGI data would feel safest.

# GENDER-NEUTRAL BATHROOMS (12)
- Jefferson HS is working on gender neutral bathrooms, starting with staff bathroom. They're currently working on messaging; figuring out locked vs. unlocked.
- What would you do to advocate for gender neutral bathrooms?
- Half Moon Bay high school already working on gender neutral bathrooms
- Provide a key for gender neutral bathroom
- Safety around gender neutral use
- Note: 1st part #1 and #2 are law at public schools for anti-bullying and gender neutral bathrooms
- How to push schools to adopt policy that is law
- How to support charter/private schools to have gender neutral bathrooms and antibullying policy
- Build new schools to have gender neutral bathrooms
- Have gender neutral bathrooms in stores, public places in community

# SAFE SPACE (12)
- Post a safe space sign:
- Need more safe space signs and "I am an ally" signs at schools
- These signs need to be meaningful: example of an ally sign in a classroom that was defaced and left on the wall
- Signs should include contact information for local services, counselors, teachers
- Safe space sign should be present in every classroom, front office, counseling office
- Where can you get safe space signs?
- Revitalize Half Moon Bay High School GSA-want it to be more active, reduce the stigma, have more people, create an inclusive and safe space
- Safe PEOPLE: Provide closer access, identify safe space and person/ally for referrals. Provide signs. Require training. Should be in middle school and high school.
- Safe space signs should include contact information for local services, counselors, teachers

**VISIBILITY WORKGROUP GOAL**: *Create and drive a systematic visibility & advocacy strategy that aims to connect the Commission with key communities and stakeholders.*

*Original Actions Summarized*

**Action 1: Create core content and finalize formation of norms**
-visibility toolkit with core messaging, elevator pitch, key accomplishments, etc.
-templates for recurring activities (e.g. legislation, school meetings, etc.)
-safe school starter kit
-stakeholder presentation
-LGBTQ youth-focused health & wellness education session
-SOGIE train the trainer module

**Action 2: Develop connections with crucial stakeholders (tops down approach)**
-identify stakeholder groups
-call a stakeholder information session
-presentations at various existing channels (e.g. council of cities)
-leverage wider network of advocates/volunteers, including those who were interested in joining the Commission

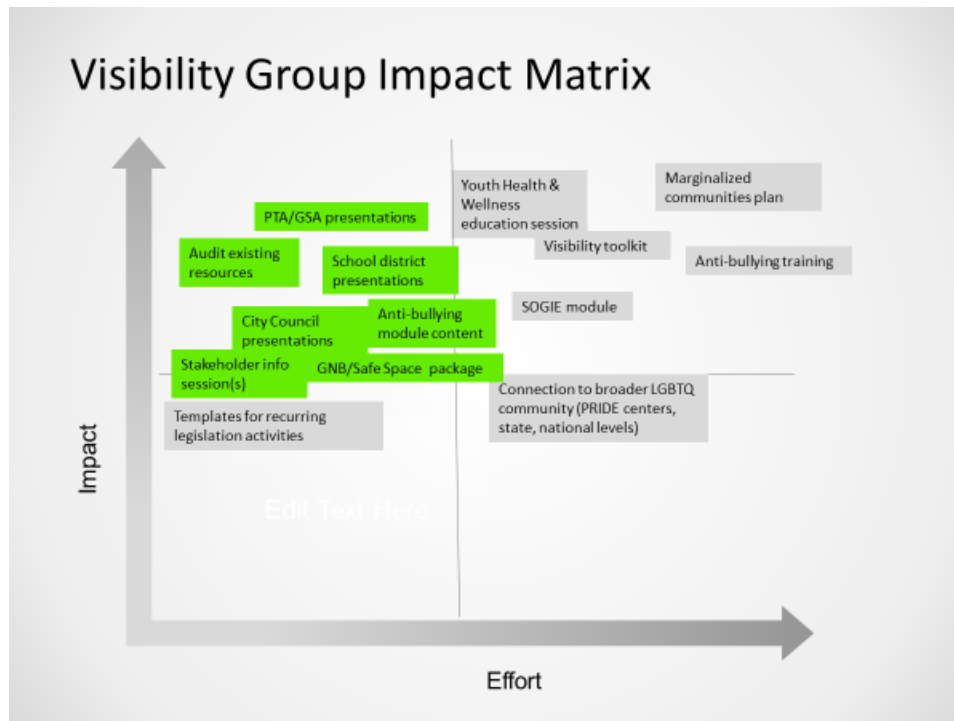**Action 3: Build and execute a plan to reach youth as a specific target audience**
-divide the Commission by geographical area to ensure maximum reach
-attempt to have a consistent approach by channel and determine approach for each, and what content to use for each
-approach city councils and school districts to exchange information and offer a presentation
-work through PTAs to reach parents
-connect with GSA advisers and school psychologists/counselors
-leverage youth-focused support groups (e.g. Outlet)
-collaborate with health/wellness partners

**Action 4: Develop a plan to reach marginalized communities**
-prioritize communities (e.g. seniors, communities of color, LGBTQ youth in the foster system or juvenile justice system, immigrants, vulnerable county regions, etc.)
-identify community leaders to understand unique needs and to build relationships
-conduct information-gathering in culturally appropriate, respectful ways
-build initial plan to address needs

**Action 5: Strengthen and support ties within LGBTQ communities**
-local, state, and even national levels
-work through PRIDE centers
-partner with other LGBTQ commissions
-don't reinvent the wheel and learn from them where we can!

## Visibility Group Impact Matrix

**Impact** (vertical axis) / **Effort** (horizontal axis)

Actions plotted on the matrix:
- Audit existing resources *(green)*
- PTA/GSA presentations *(green)*
- School district presentations *(green)*
- City Council presentations *(green)*
- Anti-bullying module content *(green)*
- Stakeholder info session(s) *(green)*
- GNB/Safe Space package *(green)*
- Templates for recurring legislation activities
- Youth Health & Wellness education session
- Marginalized communities plan
- Visibility toolkit
- Anti-bullying training
- SOGIE module
- Connection to broader LGBTQ community (PRIDE centers, state, national levels)

**Note 1**: Matrix includes relevant action areas from the Youth Community Conversations (e.g. anti-bullying, gender-neutral bathrooms, safe space signs, teacher/staff, SOGIE, etc.)

**Note 2**: The placement of some of the actions on the matrix may change pending further investigation as to whether or not resources already exist (e.g. Youth Health & Wellness education session, anti-bullying training content may already be somewhat available / accessible, etc.)

**Note 3**: The matrix does include a high level incorporation of learnings from the youth survey (e.g. this drove the action regarding a youth health & wellness education session since the survey mentioned the high rate of suicide ideation; and, to some extent it drove the action regarding a focus on PTAs since the survey mentioned LGBTQ youth sometimes feel less safe at home)

**Note 4**: The matrix does **not** include any information from the adult survey yet

The following prioritized action plans are based in large part on the quadrant with actions in **green** – those that are both high impact *and* relatively easier to undertake.

*Prioritized Actions & Workplan*

1. **Audit existing resources**. We must understand what content already exists (and if so, whether it needs updating) vs. what content needs to be created. Once we know this information, we should be able to more easily determine which content modules we should focus on creating.

   **Timeline**: January-February 2020

   **How**: Commission divide & conquer content areas and conduct reach-outs and internet research.

   **Measurement**: Completion of document listing resources by existing-existing needs updating-needs creation.

2. **Create prioritized content based on results of audit**. This may include SOGIE content, anti-bullying content, youth health & wellness content, GNB content, safe space content, etc.

   **Timeline**: March-December 2020

   **How**: Comission should choose 1-2 core pieces of content and self-select into small groups to create it (May-December). At least 1 piece should be youth-focused.  In addition, a Commission summary presentation should be created, including a summary of who we are, what our mandate is, key achievements to date, synopsis of surveys and community conversations, key LGBTQ information such as language considerations, and 2020 focus areas (March-April).

   **Measurement**: Creation of 1-2 core content packages based on Commission's topic prioritization, with at least 1 focused on youth. Creation of Commission summary presentation.

3. **Create a working stakeholder reachout plan**. It is important to keep track of whom we're contacting, what their response is, and specific tactics for successful connection with each group of stakeholder. Stakeholders can be city councils, local supporters, school districts, etc.

   **Timeline**: January-June 2020

   **How**: Divide the Commission by geographical reach. Build a master tracking spreadsheet. Each Commissioner to contact relevant stakeholders in their area and keep track of the interaction. Ideal outcomes would be agreement from stakeholders to have the Commission share a presentation.

   **Measurement**: Master spreadsheet created. Each Commissioner has inputted at last 5 stakeholder interactions by June 2020 in appropriate detail.

4. **Deliver Wave 1 of stakeholder presentations**. Choose several non youth-focused stakeholder groups (e.g. other county officials, city councils, etc.) and deliver the core presentation created.

   **Timeline**: June-September 2020

   **How**: Use results of initial reachouts to choose several receptive groups. Leverage the core presentation that will have been created in the spring. Calendar presentations, determine who from the Commission will deliver. Conduct the presentention and consider desired outcome of

each meeting.  Document results in the master stakeholder sheet so we have continuity. Develop follow up plan based on meeting outcomes.

**Measurement**: Successfully conduct at least 5 presentations by September 2020, with at least 4 different Commissioners delivering the content.

5. **Package Youth content and deliver Wave 2 of presentations (youth stakeholder-focused)**. Once the relevant content has been created and youth-focused stakeholders identified, it will be time to build a youth package and deliver it to relevant organizations. Content may include the core Commission presentation as well as specific topics such as anti-bullying, SOGIE for parents, GNB/safe space assets, health & wellness content, etc.

   **Timeline**: January-June 2021

    **How**: Ensure youth-focused content created in 2020 is youth-friendly. Share with a few individuals (consider initiating a youth sounding board) to solicit feedback. Choose a few key youth-oriented stakeholders (e.g. several school districts, several PTAs, several GSAs, several youth health groups, etc.), schedule meetings, and deliver presentations. Consider desired outcome of each meeting (e.g. call to action, agreement to SOGIE or anti-bullying training, etc.) Document results in the master stakeholder spreadsheet. Develop follow up plan based on meeting outcomes.

   **Measurement**: Conduct at least 10 youth-focused stakeholder presentations, with at least 5 different Commissioners presenting.

6. (*possibly*) **Build out pilot plan for one marginalized community, likely seniors**. This will likely entail more effort and may not be a core priority in the next 12-18 months. However, if there is time / interest in driving this, it could be helpful to build out a pilot model for what a marginalized community reachout plan could look like.

   **Timeline**: TBD, flexible

   **How**: Conduct needs assessment for community, including interviews, research, determining what already exists, etc. Consider potential partners (e.g. Avenidas new model of partnering with Santa Clara LGBTQ seniors). Determine which content is relevant for the group. Choose 1 key activity that would make a difference in successfully connecting with / supporting this community.

   **Measurement**: Development of pilot plan.

**COUNTY OF SAN MATEO**
LGBTQ COMMISSION

*Annual Work Plan 2019-20*

**Goal I: Develop policy recommendations to ensure that San Mateo County is welcoming and safe environment for LGBTQ+ community to strive.**

**Objective A: Compile findings from community conversations and engage in process to identify potential policy recommendations**

| Action Steps | Responsibilities | Timeline | Indicators of Progress | Status |
|---|---|---|---|---|
| 1. Evaluate Youth Community Conversations for policy suggestions | Nov. 5th Work Groups | Feb. 2020 | Suggested policies are completed for all 3 groups | Ongoing |
| 2. Complete evaluation of Adult/Youth Survey for Policy Suggestions. | Data Group | June 2020 | Data Group presents policies | Ongoing |
| 3. Complete Gap Analysis of LGBTQ+ Policies | Steve | March 2020 | Gap Analysis is completed | Ongoing |
| 4. Receive written policies and Policy Suggestions from Community and any other interested parties. | Commission Members | Ongoing | The list is growing | Ongoing |
| 5. Compile list of Policy Suggestions in one document available to Commission. | Tanya (Doc) All: Generate recommends | Ongoing | Policy suggestion template is kept up to date. | Ongoing |

## Objective B: Create System to prioritize Policy Recommendations

| Action Steps | Responsibilities | Timeline | Indicators of Progress | Status |
|---|---|---|---|---|
| 1. Using Impact to Effort Matrix prioritize policies to evaluate. | Policy Group | Monthly | Policies are being prioritized | Not yet Started |
| 2. Using "Criteria for Selecting Commission Projects" (9/1/15), present reports to Commission regarding proposed and prioritized policies. | Policy group, to assigned commissioners. | Monthly | At least one policy presented monthly starting March 2020 | Not yet started |
| 3. Gain Green light from commission for policies to continue development. | LGBTQ Commission | Monthly | Policies are green lighted | Not yet Started |

## Objective C: Draft policy recommendation(s) to be discussed with the Board of Supervisors

| Action Steps | Responsibilities | Timeline | Indicators of Progress | Status |
|---|---|---|---|---|
| 1. Develop presentation template for Board of Supervisors including indicators of change that would imply success. | Dana | April 2020 | Template Developed | Not yet started |
| 1. Using feedback from commission revise written policy proposals and presentations for Board of Supervisors. | policy group, to a commissioner | Monthly | Policy suggestions are forwarded for feedback | Not yet started |
| 2. Using Board of Supervisors feedback, revise or abandon policies. | Policy Group, to a commissioner | As needed | Progress | Not yet started |
| 3. Public presentations of chosen policies as agenda ideas for BOS | Selected Spokesperson | As Needed | Presentations | Not yet started |

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## Objective D: Evaluating Policies

| Action Steps | Responsibilities | Timeline | Indicators of Progress | Status |
|---|---|---|---|---|
| 1. Evaluate policies enacted by Board of Supervisors using established criteria. | Policy Group | beginning One year following implementation of any policy | Evaluations are doing within 18 months of any policy. | Not yet started |
| 2. Receive evaluations of policies | LGBT Commission | As needed | Evaluations are shared | Not yet started |
| 3. forward successful policies to Cities for consideration | LGBTQ Commisison/ Tanya | As needed | Policies are shared | Not yet Started |

## Objective E: Funding Objectives

| Action Steps | Responsible | Timeline | Indicator(s) of Progress | Status |
|---|---|---|---|---|
| 1. Explore Feasibility of a San Mateo County LGBTQ+ Hall of Fame | Terri | June 2021 | Presented to commission | Not yet started |
| 2. Policy funding recommendations will be determined after gap analysis and finalized list of proposed policies | Policy Group | TBD | Presented to commission & board of supervisors | Not yet started |
| 3. Explore funding options for intern or temporary or part time person to lead the administrative and detailed work necessary to complete the work plan. | Commission, Tanya, or BOS? | TBD | Presented to commission & board of supervisors | Not yet started |

# LGBTQ+ Commission: Ongoing Policy Suggestion List

Key: A. Low Hanging, B. Worth the Work, C. Quick Hits, D. Don't Bother

| Policy Idea: | Contact of suggestor | Matrix Review | Adopted for Draft | Assigned to: |
|---|---|---|---|---|
| Archive | | | | |
| Require all Health Department inspectors to include compliance with 'any gender' restroom designations in accordance with law. | | | | |
| Require all County of San Mateo Agencys and Grantee's to display the Health Department all are welcome signs. | | | | |
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# Goal III:

**Objective A: Fully analyze current survey data**

| Action Steps | Responsibilities | Timeline | Indicators of Progress | Status |
|---|---|---|---|---|
| 1. Connect data from survey, comments on survey and community conversations to policy recommendations. | Data group divides up sections and each person takes responsibility for linking portions | March 2020 | A rough document that provides the linkages | Ongoing |
| | | | | |
| | | | | |

**Objective B: Disseminate data to Board of Supervisors and other county and state stakeholders**

| Action Steps | Responsibilities | Timeline | Indicators of Progress | Status |
|---|---|---|---|---|
| 1. Identify/Hire/fund a writer to write a document based on the rough document connecting data to policy recommendations | | April 2020 | A person begins working on a document | Not started yet |
| 2. | | | | |
| | | | | |

**Objective C: Plan for new data gathering**

| Action Steps | Responsibilities | Timeline | Indicators of Progress | Status |
|---|---|---|---|---|
| 1. Push for youth SOGI data to be collected by county agencies and schools, including private schools reaches out to schools, including private schools (get SOGI questions on every public school climate survey). | Data Committee reaches out to schools and agencies | Jan 2020 - May 2020 | List of agencies / school systems with whether they collect SOGI data, what obstacles there are if they do not, and ideas for overcoming those obstacles | Not started yet |
| 2. Identify other sources of data about LGBTQ life/wellness that already exist and find out how we can tap into that information for our work | Data Committee reaches out to agencies | Jan 2020 - June 2020 | A document that lists all sources of data, how frequently data is updated, and ways we can review and utilize that data | Not started yet |
| 3. Create and launch Wellness Survey II | Data Group & County Epidemiologists | June 2021 | Meet with Epidemiologists Review other LGBTQ surveys | Not started yet |