

1 So I look forward to hearing from you if
2 my name is (indiscernible). I know it still, you
3 know, it still has to go to the state legislature
4 and that, so it's still not -- there's still a lot
5 to go and you still have, probably, a lot of
6 interviews.

7 So, again, thank you for what you're doing
8 for the State of California and the citizens of the
9 state.

10 CHAIR DICKISON: Thank you so much, Mr.
11 Gonzalez.

12 So our next interview begins at 1:15, so
13 we are going to recess this meeting until 1:14.

14 (Thereupon the Panel recessed at 12:07 p.m.)

15 (Whereupon the Panel reconvened at 1:14 p.m.)

16 CHAIR DICKISON: Good afternoon, I want to
17 call the meeting of the Applicant Review Panel back
18 to order. Mr. Coe, are you on the line?

19 PANEL MEMBER COE: I'm here, Ms. Dickison.

20 CHAIR DICKISON: Okay, thank you.

21 And Mr. Belnap are you in the room?

22 VICE CHAIR BELNAP: Yes, I am.

23 CHAIR DICKISON: Thank you.

24 I'd like to welcome Ms. Patricia Sinay. Welcome.

25 And then I'm going to turn it over to Mr. Chris

1 Dawson to read you the five standard questions.

2 MS. SINAY: Thank you.

3 MR. DAWSON: Thank you, Madam Chair.

4 Ms. Sinay, I'm going to ask you five
5 standard questions that the panel has requested
6 that each applicant respond to. Are you ready,
7 ma'am?

8 MS. SINAY: Yes.

9 MR. DAWSON: First question. What skills
10 and attributes should all Commissioners possess?
11 What skills or competencies should the Commission
12 possess collectively? Of the skills, attributes
13 and competencies that each Commissioner should
14 possess, which do you possess? In summary, how
15 will you contribute to the success of the
16 Commission?

17 MS. SINAY: Thank you. I'm humbled and
18 honored to continue to be active in this process
19 and have the opportunity to answer your questions.

20 Before we move to what skills and
21 attributes should Commissioners possess I would
22 take a step back and ask what is it that we want to
23 accomplish? What is our end goal? And for me it's
24 we want to build on the positive work of the first
25 Commission, and increase civic trust and

1 participation, create a process that all who want
2 to be part of, be it organizations, groups,
3 individuals, do engage and are able to engage and
4 leave the engagement feeling that they were heard.

5 A final product. We want a final product,
6 obviously maps, that are very reflective of
7 California's diversity. And long term we really
8 want to increase civic trust, civic participation,
9 civic engagement and strengthen our democracy.

10 So with those lofty goals in mind I would
11 say that we would want collectively, meaning we
12 don't each individually have to have these --
13 possess these skills. But collectively we want to
14 make sure that we have individuals who are people-
15 centered, who know how to engage the community,
16 know how to bring out information from the
17 community, as well as data-driven.

18 We all need to understand how to read data
19 as well as how to be respectful and engage
20 individuals. But we need to have a mix of those
21 people who find that to be their strength.
22 We need to have an understanding of California, her
23 diverse regions, communities and people. We want
24 to make sure we reflect California and that
25 everybody either sees themselves or hears

1 themselves in one of us.

2 All Commissioners need individual skills
3 as well, but we all need to be really visionary and
4 optimistic. We need to have a passion for
5 democracy and the civic process and what can come
6 out of this very engaging process.

7 We need to know how to promote equity or
8 want to promote equity. It's more than just
9 fairness. We need to understand the barriers that
10 have kept others from certain communities of
11 interest from engaging. And really intentionally
12 look at how do we overcome those barriers?
13 We need to be prepared. If staff will take time to
14 give us information we need to have read it and
15 understand it, have our questions ready. When we
16 engage with community, understand the community and
17 be prepared in that way as well.

18 And in that same venue I think we need to
19 be respectful and have empathy for staff, for
20 Legislature, for the community who's going to be
21 speaking with us, with our other Commissioners.
22 And continually trust the process, believe in the
23 wisdom of crowds. We're going to be asking a lot
24 of people to share their perspective. And we need
25 to be open to the idea that we don't know

1 everything. And that the community knows their
2 local piece and work with and facilitate those to
3 bring all of the pieces together along with data.
4 And so that wisdom of crowd will make for a better
5 end product.

6 And I think you asked about me personally
7 and what would I bring to the success. I have 30
8 years of experience strengthening civil society as
9 a volunteer, a funder, a nonprofit employee, a
10 consultant, a college instructor, a parent and an
11 elected official. These experiences have really
12 allowed me to learn, appreciate, and work with many
13 diverse individuals at organizations and
14 communities throughout California.

15 And personally, I was born in Mexico to a
16 Peruvian mother and an Argentine father. We moved
17 to the United States when I was four. And I've
18 been engaged, worked in Northern California, Los
19 Angeles, San Diego. I've lived and worked in those
20 areas as well as been on fact-finding missions to
21 Central Valley, San Bernardino, Riverside, Imperial
22 County and Redland.

23 I approach all my work really creatively.
24 I try to think outside the box. For instance, I
25 keep going back and forth as I prepared for this

1 interview thinking today is Census Day. How do we
2 use the infrastructure that was created to take the
3 Census? There's regional directors in each area of
4 California. Those regional directors have
5 partnered with community organizations who have
6 hired individual leaders and outreach workers. So
7 what can we learn from the coronavirus hitting the
8 Census, right in the middle of the Census and what
9 are the opportunities? So I keep playing around
10 with that idea.

11 And one of my strengths is really
12 collecting data that allows me to put a face on the
13 numbers. It's easy to look at numbers and
14 statistics and maps and forget that what's there
15 underneath all that are actual individuals. When I
16 first joined the school board staff kept sharing
17 data about how well our school district did. But I
18 asked, "Can we segregate out the data? Can we look
19 at the low-income students, the English language
20 learners, the special-needs students and see how
21 their numbers compare?" Now they were still doing
22 better than the county and the state, but they were
23 lagging behind our other students. And so that
24 allowed us to focus, to create new programming that
25 could really focus on those students.

1 I'm honest and authentic to a fault. I'm
2 constantly -- Conflict of interest is a big deal
3 for me, and so I will always let you know what my
4 bias is and try to engage others and have others
5 put their bias forward or think through what their
6 bias may be.

7 Finally, I'm a generalist. I haven't
8 specialized in one area of one issue. I've gotten
9 to work in health as well as environment as well as
10 with arts organizations and philanthropy. And all
11 of that allows me to have a broad understanding of
12 the bigger picture. And I've also been privileged
13 to work with people from the business sector,
14 elected officials as well as new immigrants and
15 unsheltered individuals and students. So I feel
16 that all this, being a generalist I've learned how
17 to ask questions to get the answers. And also
18 sometimes to trust my gut when I'm not sure where
19 I'm getting the right answer.

20 MR. DAWSON: Thank you.

21 Question two: Work on the Commission
22 requires members of different political backgrounds
23 to work together. Since the 2010 Commission was
24 selected and formed the American political
25 conversation has become increasingly polarized,

1 whether in the press, on social media, and even in
2 our own families.

3 What characteristics do you possess -- and
4 what characteristics should your fellow
5 Commissioners possess -- that will protect against
6 hyper-partisanship?

7 What will you do to ensure that the work
8 of the Commission is not seen as polarized or
9 hyper-partisan and avoid perceptions of political
10 bias and conflict?

11 MS. SINAY: Yeah, that's a critical
12 question for this process with the work that we'll
13 be doing as well as in these times.

14 I think first we'll need to acknowledge
15 that partisanship is a bias and that we need to
16 approach getting -- protecting against it just like
17 we would any other bias. What I have learned is
18 you first need uncover what the bias is and then
19 acknowledge the bias and then each of us keep each
20 other in check.

21 The characteristics that I possess that
22 could help with some of that is besides
23 professionally, I facilitate all the time diverse
24 groups. And through that process I usually will
25 speak with folks individually and try to uncover

1 what are the elephants in the room, what are they
2 thinking. What I've learned from that process is
3 that people will engage better when it's time to do
4 the group facilitation, because they feel like
5 someone has heard them already.

6 But I really and truly believe that people
7 are well-intentioned. Though my work and views may
8 align more with one political party, my marriage to
9 a conservative Republican for the last 15 years has
10 strengthened my ability to work across party lines.
11 I've had to learn that we don't stop at the
12 disagreements. I ask questions, he asks me
13 questions, we dig a little deeper. Sometimes we
14 get defensive, because we think the questions are
15 trying to uncover something. But when we remember
16 we generally care and are curious we're able to
17 keep moving forward.

18 We don't have to agree. We just, for the
19 sake of our relationship and our family, we just
20 need to agree to disagree and really respect each
21 other as humans. And that's the same thing we
22 would need to do as Commissioners is come up with a
23 way where we just respect each other even though we
24 may disagree.

25 I aspire to be a bridge builder and

1 constantly look at how people are thinking about
2 things and why they might, what lenses they're
3 using, what experience they may have had to get
4 them there. I can remember driving home one day
5 and thinking about the gun control issue and how
6 big it was and unruly it was. I couldn't figure
7 out why people didn't see things the same way I did
8 until I realized they didn't see things the same
9 way I did. I viewed a gun pointed at me and as a
10 threat, while others viewed it as a tool that they
11 could use to protect themselves and their families.
12 And with that understanding I was able to have
13 better conversations with others.

14 When I was teaching at UC San Diego I used
15 that example often with my students. And it did
16 play an "aha" moment for everybody. And then we
17 tried to use that same type of approach with other
18 social issues that have really split our country or
19 our communities.

20 I also was able to bring in conversations
21 of ethics and use the University of Santa Clara's
22 model of different ethical theories. And that
23 helped with the students as well as myself. And
24 I've had to remind myself often that two people may
25 not agree on something, but they both may be right

1 depending on which ethical framework they're using.
2 And that applies also to our political beliefs. So
3 part of not being partisan is really acknowledging
4 when we may be falling into that trap, trying to
5 look at it from different angles and really looking
6 to find that common ground.

7 One of the things I appreciate about
8 myself is my diverse background. And that allows
9 me to connect with almost everybody in just
10 different ways. If I walk into a room and I tend
11 to not look like everybody else in the room I may
12 start the conversation by introducing myself as Pa-
13 tree-cia (phonetic), you know, say my name with a
14 Spanish accent. And that will open up the intrigue
15 of who am I and why am I saying my name that way?
16 And connect with people in that way.

17 MR. DAWSON: Thank you.

18 Question three: What is the greatest
19 problem the Commission could encounter?
20 And what actions would you take to avoid or respond
21 to this problem?

22 MS. SINAY: Yes, I think that one would be
23 actually easy for me to think through and that was
24 civic distrust. It goes with your prior question
25 about the polarization that exists right now.

1 People are not participating, not just in the
2 electoral process, but maybe in community building
3 or just they're not engaging politically. And
4 that's because they don't believe in our public
5 institutions. I believe that all Californians need
6 to be engaged civically, so that our state can
7 reach its full potential economically, politically,
8 socially. And being civically engaged includes,
9 but is not limited to giving your time, money,
10 talents, being involved in community discussions,
11 participating in like the census, voting, paying
12 your taxes and then so much more.

13 And unfortunately, because some people
14 don't trust their politicians or their elected
15 officials, I often hear from my students as well as
16 others that they don't vote. Why should they vote?
17 And if people aren't voting their voices aren't
18 being heard. And so to me this process will need
19 to work together, the Commissioners and staff, to
20 come to understand what are the legal boundaries we
21 have in engaging with the community and come up
22 with creative ways that do allow people to --
23 communities of interest as well as all communities
24 -- to voice their opinions.

25 And because one size won't fit all we

1 can't go into every community expecting our
2 engagement to look exactly the same. Meeting with
3 a group in Bakersfield is very different than
4 meeting with a group in West L.A.

5 And we all will constantly need to be
6 aware of the power dynamics and the counter-kind of
7 the power dynamics of here we come from Sacramento.
8 We'll need to understand how does this community
9 like to engage. How do they dress when they go to
10 church and others? Can we model that, so that we
11 don't look like outsiders, but we fit into their
12 culture? There may be where do they like to meet?
13 What is comfortable? What is common for them? Who
14 are the leaders that need to kind of be the ones
15 who introduce us into the community? Who do they
16 trust? And just build on some of that.

17 So the civic distrust can be one of our
18 barriers, but I think we can definitely overcome
19 it.

20 MS. PELLMAN: We have 13 minutes, 22
21 seconds remaining.

22 MR. DAWSON: Thank you.

23 Question four: If you are selected, you
24 will be one of 14 members of the Commission, which
25 is charged with working together to create maps of

1 the new districts. Please describe a situation
2 where you had to work collaboratively with others
3 on a project to achieve a common goal.

4 Tell us the goal of the project, what your
5 role in the group was, and how the group worked
6 through any conflicts that arose.
7 What lessons would you take from this group
8 experience to the Commission if selected?

9 MS. SINAY: Yeah, that as a facilitator of
10 collaborations, this is an area that I kind of
11 thrive in, is bringing in different perspectives.
12 And as I said earlier cookie-cutter approaches
13 don't work in working with communities or working
14 with groups.

15 Most recently I've been working with the
16 Orange County Community Foundation on their
17 Veterans Initiative in Orange County. And we have
18 helped launch the Tierney Veterans Service Center.
19 And that started with their goal is to make sure
20 there's a front door for all veterans in Orange
21 County and that that front door will help them
22 connect to the services that will help them thrive
23 as civilians.

24 And the work started, this whole vision of
25 creating this began with me just meeting one-on-one

1 with a lot of our grantees, (phonetic) mainly the
2 managers and the people on the front lines, the
3 case workers, the ones who answer the phones, the
4 outreach workers. And they were all saying that
5 they could tell from talking to veterans, and the
6 veterans were telling me this as well, that they
7 were tired of telling their story over and over
8 again, and giving their information.

9 And so different groups kept asking the
10 same question of how can we do this better? And
11 finally I shared with them my experience working in
12 San Diego as part of Blue Star Families. That in
13 San Diego they had started a project called Courage
14 to Call, which brought different groups together.
15 There was one phone number, one peer navigator, but
16 it was all different groups working together. And
17 so we started to envision what that would look
18 like.

19 Two summers ago the front-lines folks met
20 every week and created the framework. We took it
21 to the funder. The funder got very excited about
22 this idea and said, "Yes. We will fund some
23 facilitation. And you have to help with the cost
24 of collaborating and piloting this project."
25 Then we took it to the executives. So the

1 executives, they had heard about this, but it was
2 easier to go to them with the backing of the
3 funder. And that's where a lot of the lessons
4 learned happened.

5 But before I go into the lessons learned I
6 really want to share how exciting it was that
7 within six months they did come up with a process.
8 They did share one number, 2-1-1, which was hard
9 for the group because that was part of their
10 identity was their phone number. And also it hard
11 for them to let go of the individuals may not come
12 to them first. The veterans may not come to them
13 first, but trust that if they were the right fit
14 they would get the veteran.

15 So we were doing collective outreach, which made it
16 more efficient. Because all the front-lines people
17 were saying they spent 60 percent of their time on
18 outreach versus spending time with the vets, the
19 actual veterans.

20 And I would say the most exciting part was
21 that one of the funders, one of the funder
22 partners, decided to help raise money to expand the
23 Tierney Center and build out this empty warehouse,
24 so that we could have more service providers be
25 present to serve the veterans. So we're just in

1 the midst of all that.

2 The lessons learned was you need to create
3 a vision, a common vision. Everyone needs to kind
4 of see themselves in that vision, see their role,
5 build on the strengths of all the partners, decide
6 how you're going to make decisions, how you're
7 going to -- are decisions going to be consensus
8 model or are they going to be majority, simple
9 majority?

10 You need to understand how do we go back on
11 decisions, because we may have learned some
12 additional information. So how do we move and how
13 do we say we're okay? We've learned something and
14 now we want to revisit it.

15 Everybody's got to leave their hats at the
16 door or their egos at the door; however you want to
17 say it. And one of the easiest ways to do that is
18 continually going back to what is the vision? What
19 is our goals? What is each of our jobs in this?
20 Who else do we need at the table? It's a process,
21 it's tough. But the more you start building trust
22 and respecting each other you can hold each other
23 accountable as well as help each other more.

24 Right now it's difficult times for
25 nonprofits. And so the core organizations are

1 still working closely together and have actually
2 been able to serve veterans better than before.

3 MR. DAWSON: Question five: A considerable
4 amount of the Commission's work will involve
5 meeting with people from all over California who
6 come from very different backgrounds and a wide
7 variety of perspectives.

8 If you are selected as a Commissioner,
9 what skills and attributes will make you effective
10 at interacting with people from different
11 backgrounds and who have a variety of perspectives?

12 What experiences have you had that will
13 help you be effective at understanding and
14 appreciating people and communities of different
15 backgrounds and who have a variety of perspectives?

16 MS. SINAY: My forte is working with
17 diverse communities. I definitely get my energy
18 from engaging and learning from communities and
19 individuals who are not like, do not look like me
20 or don't have my same experiences.

21 I also, as I said because of my background
22 I tend to be a connector. I have the privilege of
23 kind of navigating between lots of different
24 communities be it the donor, wealthy communities
25 and funding communities, as well as the academic

1 communities and grassroots leaders. And so I'm
2 constantly navigating and connecting people in ways
3 that they might not have thought of.

4 My lived experience is really what kind of
5 motivates me and what I fall back on. I don't
6 always have the answers, but I try. I know where
7 to kind of look for or who to ask for answers.
8 And I'm okay being wrong. I'm okay making
9 mistakes. I think a lot of times when we're trying
10 to navigate relationships with diverse communities
11 we are afraid of making, insulting someone or
12 looking dumb or bad. I've learned that humor and
13 being able to laugh at yourself and just kind of be
14 authentic and ask questions when you need to ask
15 questions helps move people forward.

16 When I first got to San Diego it was to
17 work with the San Diego Foundation. And all the
18 projects that I worked with them was kind of, they
19 were new communities for the foundation. This was
20 22 years ago. And I managed the San Diego Lesbian
21 and Gay Funding Partnership, the Southern
22 California Citizenship Fund which its purpose was
23 to help vulnerable illegal immigrants in the five
24 counties in Southern California to become U.S.
25 citizens. The Intergroup Relations Project, which

1 was bringing new neighbors and new immigrants and
2 their established neighbors together to problem-
3 solve. And also we worked with the neighborhood
4 groups.

5 And I had to come up with how do I engage
6 with these communities? They don't know who I am.
7 I don't know who they are. They don't know who the
8 San Diego Foundation is. And I started by first
9 going to the large nonprofits that served that area
10 and spoke with their leadership and their outreach
11 workers. And then kept asking for them to connect
12 me with two to five other people.

13 And then they found where are people
14 meeting? Are there meetings that happen for
15 instance in El Cajon they have the El Cajon
16 Education Collaborative. And so I attended that
17 collaborative meeting, asked ahead of time if we
18 could be part of the agenda and just added two or
19 three questions. And in most cases I didn't
20 facilitate, I didn't ask the questions. I allowed
21 the facilitator who they already trust and knew to
22 ask the questions.

23 And slowly as we moved from one community
24 to the other, be it an African community or a Hmong
25 community people kept seeing me and the trust grew.

1 And as we funded programs and we were still
2 engaged, things continued. But that's kind of been
3 my experience, one of my experiences here in San
4 Diego, when I first got here on how I engaged with
5 diverse communities.

6 MR. DAWSON: Thank you. We will now go to
7 panel questions. Each panel member will have 20
8 minutes to ask his or her questions.

9 And we'll start with the Chair, Ms.
10 Dickison.

11 CHAIR DICKISON: Thank you. You answered
12 some my questions, but let's see. So in your first
13 essay you talked about your experiences in
14 registering to vote and volunteering at a campaign.
15 And then you said you created similar opportunities
16 for your students to be engaged in elections and
17 communities, problem solving.

18 MS. SINAY: Uh-huh.

19 CHAIR DICKISON: What are some of the
20 things that you did in order to provide those
21 opportunities to your students?

22 MS. SINAY: On off-election years, off-
23 election presidential years which is most of the
24 time, the students got to choose a problem, a
25 community problem, that they were passionate about.

1 It could be cancer, finding a cure to cancer, or
2 educational equity or it could be any topic.

3 And then I would have them actually flip
4 it so it wasn't a problem, but a vision and really
5 think through what would be different if that
6 problem was solved. So their paper wasn't about
7 solving cancer and how all three sectors should all
8 work towards solving cancer, but it was about a
9 vision of a world without cancer. And what would
10 the independent nonprofit, philanthropic sector,
11 and faith-based, the private sector, business
12 sector and government have to do? What are their
13 strengths? How would they have to engage together
14 to solve that? And so that allowed them to
15 actually think through the positives of all the
16 different sectors.

17 I also would bring in speakers that were
18 doing public service in the community, everyone
19 from the president of San Diego State, San Diego
20 State at the time, to former students who were now
21 environmental activists. And they had that
22 opportunity to ask questions and create a one-on-
23 one relationship with them.

24 During election years I would always make
25 sure to invite the League of Women Voters to kind

1 of walk through all the propositions in their
2 nonpartisan way, so that the students would know
3 where to get information when they left college.

4 And then on presidential election years
5 because that was kind of where a lot of the energy
6 was, and these were usually students who it was
7 their first time they were getting to vote, I would
8 encourage them to get involved in electoral
9 process. To volunteer at least 10 hours either to
10 a campaign, it didn't matter whose campaign and if
11 it would be at the presidential level or the local
12 level. But to get involved in a campaign and a
13 voter registration drive, at a poll booth or in
14 counting ballots, the night those ballots came in
15 work at the Office of the Registrar. And that just
16 kind of sparked that energy and that kind of
17 excitement about the whole electoral system.

18 Many times part of the minor, or the
19 Public Service Minor was to do an internship. And
20 I would work with them to identify what
21 organizations might work best for them and what
22 they might learn.

23 One of the things about my experience was
24 that I had just become a U.S. citizen and
25 registered to vote within the hour. And that year

1 was also a presidential year. So it was just a
2 very civically-minded year for me, it was a lot of
3 changes in that way. But I can still remember just
4 the buzz and the excitement of being part of the
5 process.

6 But the final thing I do as I would bring
7 in candidates or people who had run, especially
8 people who had run and won by less than 100 votes
9 or lost by less than 100 votes, so that they could
10 hear their story and really understand that locally
11 all votes matter.

12 CHAIR DICKISON: Okay. Thank you.

13 In your other relevant information, and
14 you've talked also in your responses about all of
15 the different groups you have worked with,
16 dreamers, youth immigrants, refugees, English
17 learners, veterans, military families and LGBTQ
18 community, what's drawn you to do this type of
19 work?

20 MS. SINAY: What a great question. I
21 think it's really my passion for everyone to be
22 involved and engaged. And my curiosity on just
23 understanding the places I live. And thriving in
24 diversity. Maybe that's why I love to travel as
25 well. Just the want to explore new things. But

1 also, not just in a tourist sense, but also to be
2 an ambassador and bring people in and connect.

3 I'd also say that I believe that it is
4 possible to build opportunities, so that all can be
5 successful. And I want to be able to always hear
6 someone's story and see what can we do to
7 differently, so everyone can meet their potential
8 at success.

9 CHAIR DICKISON: Thank you. You did talk
10 about that you went to San Diego to work with
11 the -- to implement a program to help naturalize
12 illegal immigrants in Southern California. You
13 talked about in your essay response that San Diego
14 is more conservative politically and that you
15 weren't sure that all your interactions would be --
16 you know, that they would agree with your
17 interactions. What did you learn about the San
18 Diego community or your community once you got in
19 and started doing that work?

20 MS. SINAY: I definitely learned to listen
21 and not to judge. And to ask questions using words
22 that -- mainly using a new vocabulary. I really
23 think it was the best thing I've done
24 professionally, even personally, was to engage in
25 communities that I couldn't assume that they agreed

1 with the work I was doing or it was easy in a lot
2 of the places I lived in to assume that everybody
3 agreed with me.

4 But I appreciate that I had moved to San
5 Diego and I've stayed here for 22 years, so I've
6 thrived in San Diego. Just opening up and it's not
7 that I hadn't been around others who thought
8 conservative. You know, I grew up in that
9 environment and living in DC the joke was always
10 that I had more friends that thought differently
11 than me.

12 But the main thing I've learned was to
13 listen, to not assume, but if I did assume and I
14 made a mistake, to laugh. And to really find that
15 common ground. What is it that people want for the
16 public good? The region has changed so much since
17 then. But I remember just having some great laughs
18 during those first few years. I had some cries
19 too. I won't deny it. But I had some great laughs
20 with people just saying, "Wait, I'm not getting
21 you," and they weren't getting me.

22 CHAIR DICKISON: So one of the things the
23 Commission is going to need to do and you've talked
24 about it, is reach out to the different groups and
25 identify different communities of interest. Based

1 on your experiences, what skills and knowledge will
2 you bring that's going to benefit the Commission in
3 identifying those communities of interest and maybe
4 those that aren't as easy to find?

5 MS. SINAY: Yeah, I think first thing is I
6 would be able to lean on my network. I have been
7 part of HOPE, Hispanas Organized for Political
8 Equity. And every year they choose 25 Latinos from
9 throughout California for a leadership program. So
10 I would be able to have the Commission -- with the
11 Commission obviously there's certain rules about
12 how you can do certain things. But the network can
13 help identify -- most of the people in that network
14 are all either community leaders, elected leaders
15 and would be able to give some information about
16 who those communities are.

17 The other thing I've learned is this isn't
18 always possible, but when you drive, and you drive
19 on roads instead of on freeways and look around
20 things will pop up that make you understand. Like
21 there is a community, a different -- this is more
22 of a Korean community or this is more Central
23 American versus Latino, just looking at the
24 storefronts and things like that.

25 Again you can always start by asking the

1 local elected officials as well as the local
2 community foundations, the nonprofits, usually the
3 nonprofits that are service providers, the
4 community clinics will know the different
5 communities that are there. Because all
6 communities of interest, all individuals need to go
7 to the supermarket, they need health care, they
8 need schools. So going to school districts is
9 another good way. Some communities of interest
10 obviously are harder to identify, be either their
11 sexual orientation or their political perspective.
12 But there are ways to just keep digging deeper and
13 never feeling satisfied that you have already
14 uncovered every community there is.

15 CHAIR DICKISON: Okay. So one of the
16 things that the last Commission noted was that
17 during some of their public meetings they felt like
18 there were certain individuals or groups that
19 showed up and would state that they were
20 representing certain communities and that maybe
21 they weren't and they actually had an agenda. What
22 do you think, do you think your experiences will
23 give you a little bit different perspective and
24 maybe an ability to identify those individuals?

25 MS. SINAY: Yeah. I think as I said

1 earlier I tend to trust people. But at the same
2 time I have learned to trust my gut. And if I get
3 that feel I would -- I think we need to ask
4 questions in different ways.

5 Another thought, because I had heard about
6 that and I said well how do you -- I think that you
7 all are doing a great job on transparency and
8 sharing information and letting people be able to
9 watch the interviews and watch you all think
10 through the process. But we may want to think
11 through how do you do a feedback loop to when you
12 meet with a community? If you've heard -- that way
13 you could ask people, "Did we hear you correctly?"
14 But also by putting it out there in a simple way in
15 a feedback loop others can step up and say, "Wait.
16 we don't know who that was." Or, "That's not what
17 we think." And so it's being kind of a vehicle,
18 not just to be transparent but also to collect
19 information.

20 In order to understand if someone really reflects
21 the community or not you can't just have one person
22 be that representative of that community. You need
23 to go a little deeper. And so just one interaction
24 with one person or two people from a community of
25 interest isn't going to give you the information

1 that you need. To be authentic you need to kind of
2 have further conversations and find other ways,
3 because I know we can't go back traveling to every
4 community over and over again but finding other
5 ways to gather that information.

6 CHAIR DICKISON: Thank you.

7 MS. PELLMAN: We have 5 minutes, 54
8 seconds remaining.

9 CHAIR DICKISON: Thank you.

10 Have you had to use census data and
11 mapping in any of the work that you've done?

12 MS. SINAY: Yes. I believe it's great to
13 start with the data in looking at the numbers.
14 When I helped facilitate and started the City
15 Heights Partnership for Children the whole idea was
16 to come up with social indicators in City Heights,
17 which is one of the neighborhoods in San Diego with
18 the most diversity of immigrants, refugees, lowest-
19 income community. The school districts there's
20 just a lot of different languages that are spoken
21 there. And we wanted to figure out what were
22 indicators of success from a child being zero all
23 the way through what they decide to do
24 professionally.

25 And to be able to do that we needed to

1 collect the census data as well as data from
2 the -- educational data from the California
3 Department of Education, health data. And it
4 wasn't always easy, because sometimes census tracts
5 do not match with your neighborhood, neighborhood
6 outline. And so that's one of the reasons I know
7 how important a lot of this work is, is being able
8 to understand how to use that data.

9 I also have used voter registration data.
10 And when I ran my campaign I needed to use a lot of
11 that voter data.

12 I believe in, again, in using data but
13 digging a little deeper. Data is only as good as
14 the questions you're asking it to solve. And
15 sometimes you need to be clearer on your questions
16 and make sure you're asking the right questions.

17 CHAIR DICKISON: Okay. Thank you.

18 Secretary, can I get a time check?

19 MS. PELLMAN: Yes. We have 3 minutes, 30
20 seconds remaining.

21 CHAIR DICKISON: Thank you.

22 Okay, if you were selected as one of the
23 first eight Commissioners which are selected
24 randomly what would you be looking for in selecting
25 the next six?

1 MS. SINAY: Yeah I've thought about that a
2 lot, just because from the beginning when you hear
3 how this process works it's like wow, okay. If I
4 was lucky to be one of the first eight it's kind of
5 a chicken-and-egg scenario, but I think I would
6 start with creating a matrix that really reflects
7 all the info, what would make the ideal Commission?
8 What skill sets, what geographic mix, what
9 political mix, what gender mix, what
10 characteristics, all those things that you all have
11 been looking at up until this point. And just
12 create just a matrix and then put that matrix
13 aside.

14 And then review all the candidates, all
15 the applicants that are still available, that are
16 still in the process. And read them each with a
17 clear, just open mind. And using maybe some of the
18 tools that you have all used as well, in each of
19 the eight Commissioners kind of review that, figure
20 out where they're at.

21 And then go back to the matrix and as a
22 group work to kind of identify who are the top
23 candidates of those that are still around? And
24 then go back to the matrix, fill in the matrix with
25 all the information of all the already existing

1 candidates, the already existing Commissioners and
2 look to see what's missing? What do we need to
3 make sure that we create the best Commission
4 possible? What skill sets, what diversity, what do
5 we need to create our own wisdom of crowds?

6 And then go back to the individuals. And
7 the reason that process, I thought through that
8 process, is you don't want to just pick someone
9 because they fit the box of this person is from Los
10 Angeles, this Asian woman, and over 60 with a PhD,
11 which would be ideal if those were all the boxes
12 you needed. But you want to be able to look at all
13 the applicants and see what their strengths are.

14 CHAIR DICKISON: Thank you so much.
15 At this time I do not have any further questions.
16 So I'm going to pass it to Mr. Belnap.

17 VICE CHAIR BELNAP: Thank you. Good
18 afternoon, Mrs. Sinay. In your application you
19 talk about your time as a lecturer at UC San Diego
20 and that you taught students in the Public Service
21 Minor. What classes did you teach in that minor?

22 MS. SINAY: Well, I taught the
23 Introduction to Public Service. It was a minor
24 within one of the colleges at UCSD, UCSD has six
25 colleges. And I also taught some other classes but

1 the main one I taught for that, for my 13 years
2 there, was the Intro to Public Service.

3 VICE CHAIR BELNAP: In that class did you
4 touch on impartiality and the principles associated
5 with impartiality?

6 MS. SINAY: Yeah. And a lot of it was
7 along with the whole concept of being biased as
8 well, but to deal with how do you stay impartial
9 what you need to do. And I also shared a lot of my
10 own experience as a facilitator as well as a school
11 board member how I would have this kind of
12 struggle. You know, I think impartiality, you have
13 to be aware it and you have to be intentional and
14 so I would share that.

15 VICE CHAIR BELNAP: So what is something
16 that you would tell the students regarding
17 impartiality and how they can maintain
18 impartiality?

19 MS. SINAY: First you need to identify
20 what your biases are. Be very clear on what your
21 assumptions might be. It depends, it's hard to
22 talk in an ambiguous. But for instance when I was
23 on the school board, but I was running to be
24 reelected I was the only incumbent running and the
25 parents were -- there was a lot of tension with the

1 parents and we had to change some principals
2 around.

3 And you see this often when someone is
4 running for office people say either you vote this
5 way or we're not going to vote for you. We're
6 going to make sure to get you out of office. And
7 one of the things I would always share with my
8 students as well as newly-elected individuals is
9 when you're in any type of group-dynamic governing
10 situation, you need to be able to stay focused on
11 the task at hand. If you're an elected official
12 when you're meeting as a group you're there to
13 govern. You're not there to win votes or to worry
14 about that aspect of it.

15 And so with impartiality, part of it I
16 will always share what my biases are or what I am
17 thinking. But always staying, looking at what is
18 the purpose of what we're trying to do. And
19 obviously I'm talking about in a group dynamic.
20 But what is the purpose? What is the vision? And
21 what is the best way to get there? Not necessarily
22 what is it that I would like to see or what do I
23 think is the best way to get there, but really
24 going back to the database, going back to what
25 we're learning. And if I don't agree with someone

1 really working through how are they seeing it
2 different. Can I learn from what they're seeing?

3 VICE CHAIR BELNAP: All right, thank you.
4 Can you tell us about a time where you discovered
5 that you had a bias or a preconceived notion, even
6 it wasn't -- rise to the level of a bias -- that
7 you had to set aside to come to a decision?

8 MS. SINAY: There's a lot of them running
9 through my head right now, but one of my favorites
10 is I was facilitating an arts organization and
11 helping them think through what are the values of
12 your organization? And they kept coming back to --
13 and I said, "Your values will be your concepts and
14 that's how you make decisions." And then they kept
15 going back to "Hip." And I'm like, "Hip?" They're
16 like, "Yeah. we want to be the in-place, the in-
17 organization." And I was like, "Well that's not a
18 value."

19 But I pressed them a little more to try to
20 figure out what they meant by that. And by the end
21 they were really good at telling me that really
22 "hip" was one of their values. Every event they
23 did they wanted it to be cutting-edge. Even their
24 office space was cutting-edge and their
25 communications. I mean it's a silly one, but it is

1 an example of I was, as facilitator had to stay
2 kind of neutral, but at the same time I wanted to
3 make sure that the process came up with something
4 legitimate.

5 VICE CHAIR BELNAP: All right. Thank you.
6 Do you feel like you have any other biases that
7 you've uncovered?

8 MS. SINAY: Oh, yeah I have a bias towards
9 the underdog, in whatever that group may be. It
10 could be the political minority that their voice
11 isn't being heard or gender. I will always try, I
12 will always go in that direction. I know when
13 reviewing proposals or reviewing scholarship
14 applications my bias usually is for the underserved
15 or the vulnerable communities.

16 VICE CHAIR BELNAP: All right. Thank you.
17 So I'd like you to tell us more about the
18 San Francisco Foundation. Why you devoted your
19 time to work for this foundation and what you
20 learned from this experience.

21 MS. SINAY: So the San Francisco
22 Foundation, I was living up in the Bay Area at the
23 time and it was a fellowship. It was a great
24 opportunity to actually go into the field of
25 philanthropy. When you work nonprofits the idea of

1 giving away the money sounds so great, because
2 you're always looking for money. And the
3 opportunity presented itself, I submitted my
4 application and was hired. And it was a tough
5 decision, because at the same time that I was
6 offered the fellowship my boyfriend at the time got
7 promoted and had to move to San Diego. But the
8 opportunity was so great to work with the
9 foundation.

10 And my fellowship was short there, because
11 as I was looking at what opportunities there would
12 be in San Diego -- it was supposed to be a one-year
13 to two-year commitment -- what opportunities there
14 were in San Diego. There weren't as many
15 opportunities in that philanthropic or binational
16 civil engagement area at the time. Now there's a
17 lot of great things happening here. And so I
18 received an offer from San Diego Foundation, so I
19 moved down here within 10 months of starting with
20 the San Francisco Foundation.

21 VICE CHAIR BELNAP: All right. Thank you.

22 You indicate that you do work as a
23 facilitator. Tell me about the training that was
24 involved to get to the point where you could be a
25 professional facilitator.

1 MS. SINAY: Part of it was my work at the
2 same San Diego Foundation. Our grant-making and a
3 lot of our programs were done by volunteers. So
4 you would have a committee of volunteers who made
5 the decisions. And I had to learn to keep my mouth
6 quiet. I had to learn to listen better and bring
7 out the different perspectives. And so I started
8 kind of facilitating meetings. And I noticed that
9 I could get people to speak and gather information
10 in ways that were unique. And so then I did go
11 through different trainings.

12 And when I started my own consulting
13 business I kept being hired to facilitate. What's
14 the difference between an amateur athlete and a
15 professional athlete? Usually it's you get paid,
16 so I got paid. But I'm constantly looking for
17 different models and ways to facilitate, because I
18 don't think one tool works for everybody. And so I
19 usually will bring in either a TOPS model or
20 appreciative inquiry, (phonetic) just different
21 things that work.

22 VICE CHAIR BELNAP: So in a realm of
23 facilitation I'd like to hear about a success
24 story, something that you experienced that you
25 would consider to be successful. And also maybe a

1 failure in that realm.

2 MS. SINAY: Yeah, so a success story would
3 be something like the veterans' story that I told
4 earlier. I've been really excited to have the
5 opportunity to work with different organizations in
6 that way including the City Heights Partnership for
7 Children. But more around sometimes just working
8 with parents. I worked with the First 5 and I had
9 to collect information from parents to figure out
10 how First 5 could invest better in parent
11 education. And those convenings, those
12 facilitations were usually parents and grandparents
13 were watching their grandchildren and it could be
14 in multiple languages. And if it was in Spanish
15 and English, I'm okay because I can switch really
16 easily between the two languages. But we would
17 have them sometimes up to five different languages.

18 And one of the things I learned was to
19 look at the individual who was speaking, the parent
20 who was speaking and not the interpreter because
21 sometimes someone would go on for a long time and
22 then the interpreter would say three words. I'm
23 like, "I don't think that was right." And I'd give
24 this look to the interpreter and the parent would
25 laugh and say, "Yeah." And so I'm like, "Okay get

1 me more information." And so that was kind of a
2 success.

3 My favorite story in that regard was we
4 met with Muslim African women. And we were asking
5 them -- I was like oh this is going to be
6 difficult, because the women, we didn't know if
7 they were literate or not. And we didn't know how
8 comfortable they were going to be feeling and
9 telling us their stories. And so I started with,
10 "Think about a time that you were proud of being a
11 parent." And then I had them draw it. "You can
12 draw it or you can write it, but just think about
13 it."

14 And then I had to come to the point of
15 asking them to share. And I was like okay, let's
16 see if this even worked. And I started picking
17 someone to share what they came up with. And every
18 hand went up. And they were just so excited. And
19 I realized at that moment that starting on the
20 positive or coming in and saying, "Okay, what are
21 your problems with your kids?" It was starting
22 with the positives.

23 Times I have failed. The one that jumps out is it
24 was at 6:30. Everyone had to commute there and it
25 took everyone forever to get there. I don't

1 remember if we had food or we didn't have food.
2 And I kind of just rushed the process versus
3 letting the process take time. And I just walked
4 away thinking this one did not come out right at
5 all. And I was able to fail forward. I called the
6 Executive Director the next day and he and I worked
7 together and thought through okay, how do we do
8 this better? And we both agreed that it was a
9 failure. And from there working with the Executive
10 Director I was able to create a new process that
11 now I use often with other organizations to just
12 kind of help them follow along, kind of a strategic
13 planning process.

14 VICE CHAIR BELNAP: All right. Thank you.

15 Madam Chair I have no further questions.

16 MR. DAWSON: Did we lose our Chair?

17 CHAIR DICKISON: Oh, I'm sorry. You did
18 lose me for a second. I am back.

19 Thank you, Mr. Belnap.

20 Mr. Coe?

21 PANEL MEMBER COE: Thank you.

22 Good afternoon Ms. Sinay. Thank you for
23 taking the time to speak with us this afternoon.

24 MS. SINAY: Of course.

25 PANEL MEMBER COE: In your first essay you

1 describe how your family immigrated to the United
2 States from Mexico. And you talked about that a
3 little briefly before in this interview. I know
4 you were only four years old, but I'm wondering
5 what you remember of that experience. And maybe
6 how your status as an immigrant affected the person
7 you became today.

8 MS. SINAY: Yeah. I mean it obviously
9 affects who I am today. I was four. I can't
10 remember that. I can remember leaving Mexico. My
11 dad had bought me a special gift and he was trying
12 to explain. That's like my last memory of leaving
13 Mexico. My first memory of being in the United
14 States was being with my aunt and uncle in Texas
15 and jumping on their bed. I don't remember much
16 about the drive in between. We actually did drive
17 from Mexico City to Philadelphia. I don't know how
18 my parents did it in a small little car with two
19 kids.

20 But I think my -- I can remember certain
21 things about my education. Usually people didn't
22 assume that I was an immigrant, because I was
23 White. I didn't go to kindergarten so, I mean, I
24 didn't go to preschool to learn English, so I did
25 learn English in the playground and watching TV.

1 And according to my mom I did fine when I got into
2 kindergarten -- I know that I did have -- they
3 would pull me aside to do English Learner classes.
4 And I always kind of didn't like them, because I
5 would be watching the other kids do the fun things.
6 It was usually during art and other periods.

7 But one of my biggest memories as a child
8 was I was excelling in reading. And I was in one
9 of the higher reading groups in first grade. And
10 my mom came to volunteer and my mom had a thick
11 accent and the teachers were kind of, trying --
12 didn't know what to do. It wasn't what they
13 expected. And she didn't follow directions very
14 well. And I don't think she understood the
15 directions. And we were only supposed to read
16 three pages and we ended up reading the whole book.
17 And the next day I was put into the remedial
18 reading class. And I remember just looking and
19 going I've already read this. Why am I reading
20 this again?

21 And so there were some examples like that
22 throughout my life. And mainly just now being an
23 adult I'm able to look back and say, "Oh, that's
24 what was -- it was because I was an immigrant or my
25 mama's accent." Then I was able to figure it out.

1 But I also do have privilege. I mean I'm
2 a white Latina and I've been called on it
3 throughout my life. On the one side when I went
4 from high school to college my peers in high school
5 told me, "You only got into UCLA, because you're a
6 minority." And then when I was at UCLA and wanted
7 to engage with other groups that were minority that
8 were Latinos they'd be like, "Ugh, you're white."

9 And so its made me really have to think
10 through what are my privileges and how can I use
11 that privilege for the greater good? And so I
12 understand I have the privilege of education, being
13 multicultural as well as bilingual. Latinos of my
14 generation, most of them were told not to learn
15 Spanish. And so that also is a privilege that I am
16 fully bilingual.

17 PANEL MEMBER COE: Thank you for that. Do
18 you think that having a perspective of an immigrant
19 could help the Commission in some way?

20 MS. SINAY: Oh definitely. It helps.
21 Everyone's immigrant experience is different, but
22 we all kind of have stories that we can share. One
23 of my really close friends, her family immigrated
24 from Vietnam the same year as my family. They were
25 refugees. And some things, we ended up bonding

1 because we did come to this country at the same
2 time. And some of the things our parents will say,
3 not necessarily because of the year or the time,
4 but because they were from the outside, considered
5 outsiders.

6 One of the ways I bond with immigrant
7 youth a lot of times is I'll ask them, "So does
8 your mom let you spend the night at anyone's
9 house?" And they'll be like, "Oh no." And I'm
10 like, "Yeah. My mom used to always say, 'Why do
11 you sleep in a stranger's house when you have a
12 perfectly good bed here?'" And that, just the fact
13 that we've had that common experience allows us to
14 have other conversations.

15 PANEL MEMBER COE: Thank you. This has
16 been touched on briefly, but in the activity
17 section of your application you list many volunteer
18 efforts you've been a part of, including three
19 organizations for which you are a founding member.
20 I'm wondering if you can just briefly give us a
21 little bit of information about what these
22 organizations were and why you chose to be a
23 founding member of them.

24 MS. SINAY: Yeah, so all three
25 organizations are giving circles, which means

1 individuals come together and they pool their money
2 together and then give it out to the community
3 collectively. And in all three cases, they were --
4 two of them were Latino giving circles. So there's
5 kind of this stereotype that Latinos are -- need
6 money, need, are always in the need, not as a
7 strong as an asset. And so starting opportunities
8 where we could bring together Latinas and Latinos
9 to really think through, to really show that we had
10 assets and we had wealth and that we could do
11 philanthropy was important to me.

12 And both of them were in San Diego. And
13 they used kind of different models. There's just
14 different models in giving circles, some are give
15 what you can and bring in a lot of people. And
16 others are smaller circles with a minimum amount to
17 give.

18 And there was also Women's Give, which was
19 kind of a different -- we've got a lot of giving
20 circles in San Diego. Women's Give was a larger
21 giving circle in that they used in a creative way
22 of looking at women by ages. And so what you gave
23 depended on how old you were or where you were in
24 your life trajectory.

25 They were all important to me because I

1 feel that we can all be philanthropists, we can
2 give. And sometimes we need to dig a little deeper
3 and think through our values. You can buy a
4 hamburger or you can give that same money to a food
5 bank. You know, just being able to have those
6 conversations in all communities.

7 I always joked around when I was a funder
8 and I was funding organizations I'd say, "Yeah.
9 You come to me and you say that you're going to
10 create individuals. You're going to help
11 individuals be strong and self-sufficient. But
12 then you keep coming to me for funding. Have you
13 gone back to those individuals who are now strong
14 and self-sufficient and ask them to kind of pay it
15 forward?" And so I'm a true believer that everyone
16 has the capacity to be a philanthropist in some way
17 or be engaged in a community.

18 PANEL MEMBER COE: Thank you.

19 I want to go back to something that you've
20 mentioned a couple of times this afternoon. And
21 that's the need to be aware of or uncover what
22 biases are present. And I think most of the
23 conversation has been centered around within
24 yourself or within the individual understanding
25 their own biases. And my question is kind of two

1 parts.

2 One is how do you -- because you have
3 given us some examples about how you have
4 identified within yourself some biases, so what
5 strategies do you use to understand that?
6 And the second part of the question is not
7 everybody is as in tune with that skill. And if
8 you're working on a team, like this Commission will
9 be 13 other people and some of them aren't quite as
10 in tune with that skill, what you can do to help
11 make folks more aware of that, so that it doesn't
12 influence maybe unknowingly decisions that the team
13 is making.

14 MS. SINAY: Great question. I think it's
15 about figuring out how to ask the right -- usually
16 you can figure out someone else's bias pretty
17 quickly. And you can't just say, "Hey, you're
18 biased against women or this or that," because the
19 person will get really defensive. But what I
20 usually do is I lead with myself and share what
21 biases I have and how I've uncovered them. That's
22 one way.

23 The other way is to ask questions. As you
24 were reading this what struck you? Or one of my
25 favorite ways of doing it is saying, "Those moments

1 that you feel uncomfortable, that you want to blurt
2 out something or you just feel angry or you feel
3 very uncomfortable write them down, because that's
4 going to be your learning opportunity. And that's
5 where you can go a little deeper."

6 A lot of times people will say something,
7 because they assume everybody else agrees with them
8 or their bias. And just saying, "Tell me a little
9 bit more, I'm not quite understanding you." It's
10 important, as we said it's important to uncover the
11 bias, be it political or other. And once we've
12 uncovered it we need to hold each other accountable
13 and say, "I've noticed that you didn't think five
14 people who spoke were being authentic and all five
15 people are women." I'm just being blunt, but it's
16 being observant about other people's decisions.
17 And figuring out how to ask questions versus saying
18 it point blank.

19 PANEL MEMBER COE: Thank you.

20 I want to touch briefly -- I think the
21 other panelists have asked about this in some
22 capacity, but you've had a lot of experience
23 working with or representing or working on behalf
24 of diverse groups of people. And I'm curious what
25 it is that you have learned from your experiences

1 working with those people that you think would make
2 you a particularly effective representative for the
3 diverse populations of California on this
4 Commission?

5 MS. SINAY: Well each of them. All the
6 people that I've had the privilege of working with,
7 the diverse people, do have their unique stories.
8 There are some threads that run through them. But
9 they have all taught me how to listen better and
10 ask better questions. And even figure out exactly
11 -- you know, as I was saying earlier certain things
12 like if we all walk in to do a community group
13 dressed in suits we're not going to get the same
14 input from the community, especially some
15 communities of interest, than if we were to go
16 business casual.

17 And so it's thinking - it's being able to
18 ask certain questions. Some communities, their
19 concept of time is very different than the American
20 concept of time where you show up on time. And so
21 I've learned that when people say, "Call me in the
22 afternoon," to ask, "What time is it, the
23 afternoon, for you?" to just get that clarity. And
24 that goes along with if you're offering food or how
25 you ask questions, when do you speak, what's polite

1 and not polite.

2 And also what people's fears are. I think
3 that's been one of the things that I've been able
4 to help build bridges is to be able to say, "Look
5 things are a little different," for other groups.
6 That question, the way we're thinking about it,
7 isn't going to get us the information we want for
8 these reasons." And so it may be changing the way
9 we look at things.

10 But it's just kind of become part of who I
11 am. And so it's hard to answer your question
12 succinctly.

13 PANEL MEMBER COE: I understand. Thank
14 you.

15 I want to go back to something I thought I
16 heard you say in response to one of the standard
17 questions. It was in regards to the -- we've been
18 talking a lot in our interviews about the current
19 situation with COVID-19 and how that could affect
20 the work of the Commission along with that
21 conversation that's been centered on effect on the
22 Census. Could it have some effect on the Census?
23 But most of the potential results of the COVID-19
24 pandemic affecting the work of the Commission has
25 been kind of cast in a negative light. You used

1 the term "opportunities" that could come with this,
2 which is painting it more in a positive manner.
3 And I'm curious if you can expand a little more on
4 that? What type of opportunities do you see that
5 could potentially come out of this situation that
6 is mostly negative?

7 MS. SINAY: Yeah, so as I said at the very
8 beginning I'm an optimist. And I do try to look at
9 opportunities. One of the opportunities that
10 surprised me that I've learned, because I've been
11 spending a lot of time listening -- there's all
12 sorts of webinars and stuff to try to help
13 nonprofits right now. And I know that nonprofits
14 who need those don't have an hour to sit and listen
15 to them, so I've been listening to them and
16 synthesizing the main points and getting them out
17 to the community.

18 And one of the things that they said was,
19 "Make sure that you're making calls right now to
20 your donors." And actually appeals that are phone
21 appeals are higher than ever, because people are
22 home and are hungry to talk to people. And so when
23 you think about the Census I've talked to a few
24 people and say, "Hey, how are you changing your
25 strategies?" And helped them brainstorm on their

1 strategies.

2 And they were like, "Well we're going to
3 start making calls." I'm like, "Well let me tell
4 you what I've heard about fundraising. Let's keep
5 in mind that people are home and they are hungry to
6 do something." So they're hungry to talk to you on
7 the phone as well as probably do the Census. So it
8 is a hard time because we know that face-to-face,
9 knocking on doors is the best way. But this, I
10 believe in the generative power of community in the
11 humans, and we constantly are always thinking of
12 solutions and moving forward in our civic
13 participation or civic engagement.

14 And I think the Commission has this
15 opportunity of the redistricting efforts to build
16 on the Census. So obviously we use the data of the
17 Census, but also the efforts to collect that
18 information. And we could use what the original
19 plans were, which were good plans to collect
20 information. But also learn what came out of
21 having to recreate their outreach plans on the fly,
22 really with barely any time.

23 MS. PELLMAN: We have 2 minutes 50 seconds
24 remaining.

25 PANEL MEMBER COE: Thank you.

1 One further question for you Ms. Sinay.
2 If you were to be appointed to this Commission,
3 which aspects of that role do you think that you
4 would enjoy the most? And which aspects conversely
5 do you think you might perhaps struggle with a
6 little bit?

7 MS. SINAY: I would absolutely thrive in
8 connecting with diverse communities throughout
9 California and hearing their stories and getting
10 their input. I would enjoy looking at the data and
11 trying to connect that to this, what we've learned
12 in speaking to people.

13 And did you also say what will I not like?

14 PANEL MEMBER COE: Yeah, which aspects of
15 the role do you think you might struggle with a
16 little bit?

17 MS. SINAY: I would struggle a little bit
18 with, I don't know if you use the Brown Act or
19 which legal parameters are used. To me sometimes
20 meetings tend to be -- and often -- not as
21 authentic when you have to follow the Brown Act or
22 others. People don't understand why you can't
23 respond or you can't engage in different ways. But
24 I think what I learned with the school board was to
25 ask the question, "Are we doing this because this

1 is how we've always done it? Or do we legally have
2 to do it this way?" And that would actually spark
3 conversations about how can we do things
4 differently.

5 The other piece would be people. Not
6 everyone is going to be happy with the final
7 decision. And that's always kind of hard when
8 people are critiquing the hard work that you do as
9 a group. But on the flip side I would say that we
10 should expect it. If we've done our job well,
11 we've been able to connect with new, you know, more
12 communities of interest and get more perspectives
13 and things will change, minds will change. And
14 that is uncomfortable for people because it might
15 change their -- politically or culturally -- and
16 that part is hard. And so if we weren't critiqued
17 then we know we didn't do our job correctly. And
18 so we should be expecting that.

19 And I think the final thing that I
20 might --

21 MS. PELLMAN: 30 seconds remaining.

22 MS. SINAY: Okay. I know that it is a 10-
23 year term. But most of the work is in the front
24 end. And I think I would want to be engaged all 10
25 years. I think there's opportunities for the

1 Commission to help local redistricting efforts and
2 how do we share our expertise at other levels.

3 PANEL MEMBER COE: Thank you very much,
4 Ms. Sinay.

5 Madam Chair, no further questions.

6 MR. DAWSON: Do we have the Chair?

7 MS. SINAY: You're on mute.

8 CHAIR DICKISON: Oh, there we go. You
9 lost me for just a second. Mr. Dawson, do you have
10 any questions?

11 MR. DAWSON: Just one or two. Thank you
12 Madam Chair.

13 MS. PELLMAN: Mr. Dawson, we have 9
14 minutes 30 seconds remaining.

15 MR. DAWSON: Thank you.

16 Ms. Sinay, I really appreciate you
17 mentioning the Public Meeting Act. It's actually
18 the Bagley-Keene Act. But if you are familiar with
19 the Brown Act you're familiar with Bagley-Keene.

20 So one of the things that you had said in
21 response to standard question one was you wanted to
22 back it up and say, "Well first of all let's ask
23 ourselves what do we want to accomplish?"
24 Obviously we need to draw maps or the Commission
25 needs to draw maps. That's what's required in the

1 constitution. But then you also said, "Also to
2 increase civic engagement." And so my question is
3 what is the CRC's role in increasing civic
4 engagement and how should it go about that?

5 MS. SINAY: Well just through the whole
6 process of getting community input is going to be
7 increasing that civic trust. And the more people
8 are involved, kind of like how I said trying to put
9 that excitement of civic participation in my
10 students, I think it's the same as we move forward
11 and engage people in the process and we hear them
12 and we look back.

13 If we do our job right then we should be
14 creating districts that are going to be more
15 representative. And therefore, more people will
16 want to be involved and will feel the opportunity
17 and the possibility to be involved in different
18 ways.

19 MR. DAWSON: Thank you.
20 You mentioned in your application when you worked
21 at the SF Foundation you helped develop a mapping
22 tool. Can you tell me about that?

23 MS. SINAY: Yes. This was 23 years ago
24 when a lot of the mapping tools that non-mappers
25 could use first started coming out and so it was

1 the GIS system. And what we did was we took Census
2 data and tried to be figuring out exactly where
3 needs were, different data to find out where their
4 needs were. And then using GIS, we put in all this
5 information from our grantees.

6 And so in our naiveté we thought we would pull it
7 up and we would see -- we could see if our funding
8 is going exactly where it needs to and stuff. But
9 what we hadn't quite thought through was a lot of
10 organizations' address isn't necessarily where
11 they're serving the community. And so that process
12 didn't work as well as we had hoped, but it got us
13 thinking through, "Okay we can't just map the
14 physical address, but we need to understand where
15 the grant is." They might be based in San
16 Francisco, but they're actually funding Oakland.
17 They're actually doing their work in Oakland. And
18 so we had to keep coming up with ways to play
19 around with the data.

20 MR. DAWSON: All right, thank you.
21 That's all I have. Do the panel members have any
22 additional follow-ups? Madam Chair?

23 MS. SINAY: You're on mute.

24 CHAIR DICKISON: I do not have any follow-
25 up questions.

1 Mr. Belnap, do you have any?

2 VICE CHAIR BELNAP: I do not.

3 CHAIR DICKISON: Mr. Coe?

4 PANEL MEMBER COE: No follow-up questions.

5 CHAIR DICKISON: And no follow-up
6 questions, Mr. Dawson?

7 MR. DAWSON: Madam Secretary, what's the
8 time?

9 MS. PELLMAN: You've got 5 minutes and 50
10 seconds remaining.

11 MR. DAWSON: All right. Thank you.

12 Ms. Sinay I'd like to offer you the
13 opportunity to make a closing statement to the
14 panel with the time remaining if you wish.

15 MS. SINAY: Sure. I did write a few
16 things down, because I saw you give others. I want
17 to thank you for your good work. You all have
18 worked really, really hard and have really been
19 patient and respectful. People have asked me about
20 the process and have said, "Well, how can someone
21 go through this if they've got to have the high
22 education" -- they are making a lot of assumptions
23 on a bias.

24 And I always tell the story of one of the
25 interactions. I've seen it a couple of times where

1 you've been looking at who to move forward. And it
2 was like okay, we can move this person forward, but
3 I think we have a lot of PhDs, so let's put them in
4 the "maybe." But this person is a mail delivery.
5 And he's got experience on the ground and really
6 understanding the importance of maps and
7 understanding the community and how you have to do
8 that together.

9 And I've heard you a few times say, "All
10 right what would happen if we have too many lawyers
11 or people of a legal background?" And I think that
12 that open process has really helped people
13 understand how committed the three of you and your
14 team have been to making this work. So I thank you
15 for that.

16 The first Citizen Redistricting Commission
17 did an exemplary job. And now we need to look at
18 2020 and using a lot of what they learned. I
19 firmly believe that our community problems and
20 social inequities can be resolved by building on
21 the access of private, public and independent
22 sectors. I believe in the ingenuity of people.
23 And that the Commission through its members will
24 intersect all three sectors and will be able to
25 create a free and fair redistricting process.

1 The results of our political districts
2 being drawn to be more reflective of California's
3 geographic, political, economic and ethnic
4 diversity will be stronger candidates, better
5 policies and a more equitable access to
6 opportunities for all -- really a stronger
7 democracy. Being part of that process for a
8 positive community change that strengthens our
9 democracy is why I'm pursuing this opportunity to
10 be a Commissioner.

11 I'm the right Commissioner at this time
12 because of my vast personal and professional
13 experience, my understanding of the Commission's
14 past successes and my vision for California. In
15 short, this opportunity for me is an opportunity to
16 really thrive. I'd be working with and for all
17 Californians.

18 Thank you again for giving this
19 opportunity to share a little bit more about myself
20 and as well for creating such an amazing process.
21 Thanks.

22 MS. PELLMAN: Ms. Sinay, this is Shauna.

23 MS. SINAY: Hi.

24 MS. PELLMAN: Hi. Could you stay on the
25 line for a few minutes just in case our court

1 reporter has any questions about stuff? Thank you.

2 MR. DAWSON: Did we lose the Chair?

3 VICE CHAIR BELNAP: We lost her.

4 MR. DAWSON: Are you the Vice Chair?

5 VICE CHAIR BELNAP: Yeah, I am. So as the
6 Vice Chair I'm going to take this meeting into
7 recess. And we're coming back here at 2:59 for a
8 3:00 o'clock interview.

9 (Thereupon the Panel recessed at 2:42 p.m.)

10 (Whereupon the Panel reconvened at 2:59 p.m.)

11 CHAIR DICKISON: Good afternoon, I want to
12 call the Applicant Review Panel meeting back to
13 order. I want to confirm Mr. Coe is on the line.

14 PANEL MEMBER COE: I am, indeed, Madam
15 Chair.

16 CHAIR DICKISON: And Mr. Belnap is in the
17 room?

18 VICE CHAIR BELNAP: Yes, I'm here.

19 CHAIR DICKISON: Thank you.

20 I'd like to welcome Ms. Caroline Farrell. Did I
21 say that correctly?

22 MS. FARRELL: Yes.

23 CHAIR DICKISON: Okay. Welcome for your
24 interview. And we're going to jump right in to the
25 five standard questions, so I'm going to turn the