

BEFORE THE  
CALIFORNIA BUREAU OF STATE AUDITS (BSA)

In the matter of

Citizens Redistricting Commission (CRC)  
Applicant Review Panel (ARP) Public Meeting

555 Capitol Mall, 4<sup>th</sup> Floor  
Sacramento, CA 95814

FRIDAY, August 27, 2010  
9:15 A.M.

Reported by:  
Peter Petty

## APPEARANCES

### Members Present

Nasir Ahmadi, Chair

Mary Camacho, Vice Chair

Kerri Spano, Panel Member

### Staff Present

Stephanie Ramirez-Ridgeway, Panel Counsel

Diane Hamel, Executive Secretary

### Candidates

Stanley R. Forbes

Sherman Gee

Angelo N. Ancheta

Connie Galambos Malloy

Gregory Paul Francis (Postponed)

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P R O C E E D I N G S

MS. RAMIREZ-RIDGEWAY: Good morning. It is 9:14, let's go back on record. We have a full schedule today in terms of Applicants to interview. And our first interviewee is Mr. Stanley Forbes. Good morning, Mr. Forbes.

MR. FORBES: Good morning.

MS. RAMIREZ-RIDGEWAY: Are you ready to begin?

MR. FORBES: I am, indeed.

MS. RAMIREZ-RIDGEWAY: Okay. Please start the clock. What specific skills do you believe a good Commissioner should possess? Of those skills, which do you possess? Which do you not possess and how will you compensate for it? Is there anything in your life that would prohibit or impair your ability to perform all of the duties of a Commissioner?

MR. FORBES: Thank you. An effective Commissioner, in my view, should have four main skills. They need to be able to effectively gather information and draw conclusions consistent with the standards set forth by Prop. 11 and the Voting Rights Act. They also need the ability to work with and listen to others. Effective governmental work is about listening to what one's colleagues and the public are really saying, to determine what they are actually attempting to achieve and making it

1 clear that you value what they have to say and their  
2 views. It is particularly important when their views are  
3 not necessarily congruent with one's own.

4 An important skill for a Commissioner is also the  
5 ability and willingness to encourage and engage the  
6 community at large to participate. It requires the  
7 ability to effectively communicate to the public. Without  
8 the ability to communicate clearly the all important  
9 objective of building trust with the community will not  
10 succeed, despite the best of intentions. That is one  
11 reason I believe that our staffing should include  
12 translators.

13 I believe I have these skills. I have a long  
14 history both in public and private sectors, gathering,  
15 analyzing, and acting upon information in a variety of  
16 topics from demographics, budgets, Environmental Impact  
17 Reports, and legislation, both that I wrote and to which I  
18 must adhere. I have had the experience of working with  
19 many different people in a variety of issues. I have a  
20 history of engaging the public by seeking out venues that  
21 the public finds safe and non-intimidating. I also have  
22 made it a practice to seek out and encourage those groups  
23 who, by customer or language barrier, are less inclined to  
24 participate in the public process than might otherwise be  
25 the case.

1 I am comfortable with speaking with the public and  
2 have much experience in being the spokesperson for a  
3 variety of issues, whether in front of TV cameras or  
4 forums held by groups such as the League of Women Voters.  
5 I also have written both as a columnist and as a guest  
6 editorial writer on a variety of topics.

7 My weakness is in the area of computer skills and  
8 its effective application into the gathering and analyzing  
9 of data. I have basic computer skills, including a  
10 limited knowledge of Excel, word processing, e-mail, etc.  
11 If selected for the Commission, I would spend time  
12 learning those skills that would be useful. I do have  
13 experience doing this. When I was first elected to the  
14 School Board in Davis, while I have a junior college  
15 credential, I have never taught. So, I enrolled in class  
16 at U.C. Davis and Junior College and obtained a credential  
17 and became a long and short-term substitute teacher in the  
18 Woodland School District because I wanted first-hand  
19 experience.

20 Likewise, each time I've gone to Ukraine, I spend  
21 about six months brushing upon on my Russian, so I can  
22 speak to them at some level and in their own language. I  
23 would apply the same diligence to whatever skills I would  
24 have to develop to be an effective Commissioner. There is  
25 nothing in my life that would impair my ability to perform

1 all of the duties of a Commissioner.

2 MS. RAMIREZ-RIDGEWAY: Describe a circumstance  
3 from your personal experience where you had to work with  
4 others to resolve a conflict or difference of opinion.  
5 Please describe the issue, and explain your role in  
6 addressing and resolving the conflict. If you are  
7 selected to serve on the Citizens Redistricting  
8 Commission, tell us how you would resolve conflicts that  
9 may arise among the Commissioners.

10 MR. FORBES: In the various capacities in which I  
11 have served, I've had many opportunities to work with  
12 others on issues over which we have had differences of  
13 opinion. Let me offer three examples and explain how I  
14 worked to resolve them.

15 First, as a general principle, I tried to apply  
16 the 80 percent rule. What I mean by that is that, if one  
17 is able to get 80 percent of what one wants that is a good  
18 outcome. The first example occurred while I was on the  
19 City Council in Davis. The issue was whether the City  
20 should ban leaf blowers. We could not do it for air  
21 pollution reasons, as the air quality laws preempted us in  
22 that regard. So, the issue was whether they could be  
23 banned outright, based on noise. The difference of  
24 opinion was whether they should be banned outright, or  
25 not. I was not in favor of an outright ban. Other

1 Council members were. So, I approached the issue by  
2 asking what they were trying to achieve. Banning had to  
3 serve a purpose. They said it was because of noise, so I  
4 argued that we could agree, so long as the blower was no  
5 louder than ambient background noise, they should be okay.  
6 And regarding pitch, we could limit when the leaf blowers  
7 could be used. They agreed.

8           A second example occurred when I was Foreman of a  
9 jury in a civil case. A young man and two under-aged  
10 girls had been drinking; he let one of them drive the  
11 River Road in West Sacramento. They hit a guardrail, went  
12 through it, and he was paralyzed from the waist down. He  
13 sued the City of West Sacramento for negligence. The  
14 evidence showed that the guardrail had failed due to  
15 improper installation and that it had failed before and  
16 had been replaced in exactly the same improper manner. We  
17 also had testimony from the guardrail designer that, had  
18 it been properly installed, it would have prevented the  
19 vehicle from leaving the road and no injury would have  
20 occurred. The City argued that they were under-age and  
21 drinking, so the City should have no liability. The jury  
22 was very divided at the start. I asked the jurors to not  
23 only explain their views, but to probe the views of the  
24 other jurors. I went last. I believed the City was  
25 liable because the guardrail was to protect whoever hit

1 it, and the question of why they hit it was irrelevant.  
2 After much discussion on a 9-3 vote, the jury found for  
3 the Plaintiff.

4 A third example occurred while I was Senior Warden  
5 in my Parish Church. The Vestry was charged with hiring a  
6 new Rector. After conducting an extensive review of who  
7 we were as a Parish, we did a national search and winnowed  
8 the field down to two candidates. Again, I had each  
9 member of 12 explain their choice and why their choice was  
10 the better Priest for the Parish. The Vestry split 7-5  
11 and eight votes were needed to reach a decision. I was in  
12 the 5 group. Although I thought my choice was the better,  
13 I recognized that, for the good of the Parish, we needed a  
14 decision, so I changed my vote.

15 These examples taught me lessons in strategies  
16 that would help me resolve potential conflict within the  
17 Commission. First, to try and determine what is a  
18 person's, with whom, when there is conflict, real concern  
19 and can that issue be re-framed in a manner that meets  
20 their actual objectives, as well as one's own. The second  
21 strategy, besides talking it out, is to try and see if  
22 there aren't principles that could be agreed upon, and  
23 then apply to the facts of the situation that will make  
24 resolution easier. And lastly, sometimes it is better for  
25 the sake of the mission to yield.

1 MS. RAMIREZ-RIDGEWAY: How will the Commission's  
2 work impact the State? Which of these impacts will  
3 improve the State the most? Is there any potential for  
4 the Commission's work to harm the State? And, if so, in  
5 what ways?

6 MR. FORBES: On its face, the Commission will  
7 benefit the State by creating districts that are balanced  
8 by population and also ensure that the various communities  
9 of interest will feel represented. But, I think the  
10 process, both on how the Commission has been selected and  
11 how the Commission conducts itself, performs its analysis,  
12 engages the public, and explains its decisions, will make  
13 a significant contribution to the State's political  
14 climate. It is no secret that California faces many very  
15 difficult and controversial challenges. To address these  
16 hard issues, the government must have a sense of  
17 legitimacy. By this, I mean having the public's trust  
18 that the issues will be addressed from the perspective of  
19 the public's interest, rather than a special interest.

20 At present, the legitimacy of the state government  
21 is not there, it is not secret that the Legislature or the  
22 Governor, rightly or wrongly, are held in low esteem by  
23 much of the population, which has very little confidence  
24 in their ability to address California's problems. There  
25 is also a sense among the public, I believe, that

1 politicians are primarily concerned about getting  
2 reelected and catering to those who will help them be  
3 reelected, and the public will take behind most. This  
4 results in a significant portion of the public as  
5 apathetic at best, cynical at worst, who have chosen to  
6 opt out of the electoral process. Objectively, they have  
7 a stake, but the districts have been drawn in the past by  
8 a Legislature that is most concerned about its own  
9 perpetuation.

10 I believe that this Commission has the potential  
11 to overcome this apathy and strengthen the Government's  
12 legitimacy, and thereby its ability to address the issues  
13 we face as a state. I believe I can do this in three  
14 ways, first, I - or, I believe *it* can do this in three  
15 ways. First, by the simple fact that the Commission  
16 exists. The public created it and the very exercise of  
17 that power in the face of Legislative opposition is a  
18 statement of the public's power. Second, by vigorously  
19 engaging the public and making sure they understand what  
20 they have to say really will have an impact on the final  
21 outcome; the Commission can restore the public's  
22 confidence in the process. I'm under no illusions that we  
23 will dramatically make all the Districts competitive, but  
24 this -- and this is the third way in which we can help  
25 restore the legitimacy of the governing process -- we can

1 create the districts in which the public can have  
2 confidence.

3           As an aside, I think the Commission process also  
4 has potential implications. I heard yesterday on NPR that  
5 the reason the Governor's races were so important this  
6 year in some 20 states was because they would control the  
7 redistricting process. If the Commission is as successful  
8 as I think it can be, it could provide other states with a  
9 model of how they could take their redistricting process  
10 out of the politicians' hands.

11           If the Commission is unable to develop districts  
12 that the public believes are fair, if the process is one  
13 in which the public ultimately feels disregarded, then the  
14 potential exists for the public to become more jaded, and  
15 the political process could be even less effective in  
16 addressing the state's concerns.

17           MS. RAMIREZ-RIDGEWAY: Describe a situation where  
18 you have had to work as part of a group to achieve a  
19 common goal. Tell us about the goal; describe your role  
20 within the group. And tell us how the group worked or did  
21 not work collaboratively to achieve this goal. If you are  
22 selected to serve on the Citizens Redistricting  
23 Commission, tell us what you would do to foster  
24 collaboration among the Commissioners, and ensure the  
25 Commission meets its legal deadlines.

1           MR. FORBES: Let me offer four incidents in which  
2 I worked with a group to achieve a common goal. The Davis  
3 City Council, which I served, wanted to build a new  
4 battered women's shelter. While there is broad support  
5 for such a shelter in the abstract, its location was  
6 another matter. Given the nature of the clients it  
7 serves, there was legitimate concern over safety issues  
8 for whichever neighborhood in which it would be located.  
9 We had many public meetings, it was clear that one  
10 location was favored and the politically correct position  
11 was to roll over those expressly concern. But that's not  
12 what we did. We delayed the project for some months, and  
13 I used the time to ask the City to explore other possible  
14 locations and met with the affected neighborhood and  
15 worked through with them that there really was no other  
16 location. They were not happy, but they appreciated being  
17 taken seriously.

18           A second incident was working as a Sister Cities  
19 delegate in 1989 with the Ukrainian City of Uman and their  
20 Agriculture Institute on a protocol for various exchanges  
21 between Davis and Uman. At that point, there were two  
22 very different cultures operating. Theirs was essentially  
23 a Soviet structure completely, top down, while our  
24 delegation was much more concerned about citizen  
25 engagement. After much conversation, and really an effort

1 to try and understand what the other person was really  
2 slaying, because sometimes we really talk past each other,  
3 we reached an accord that has led to teacher exchanges,  
4 scholarships, medical equipment exchanges and, over time,  
5 almost 100 citizens from each city has visited the other.  
6 My job, besides participating in the effort to come up  
7 with the protocol was to try to identify funding sources  
8 for the various exchanges and scholarships.

9           A third example of working for a common goal was  
10 the development of a demand driven Spanish Emersion  
11 program for the Davis Public Schools. Unlike many  
12 legislative bodies, the Davis School Board, to be  
13 effective, could not simply govern as a body of five  
14 elected. To be effective, we had to develop the consensus  
15 not only among the Board members, but also the  
16 Superintendent, the Teachers Union, and the parents. My  
17 task as one Board member was to meet the parents who were  
18 concerned about the impact of its Spanish Emersion Program  
19 and other school problems, and its competition for  
20 resources.

21           I argued in favor of a demand driven program for  
22 two reasons, first, we were doing our children a service  
23 by making them bilingual in a state that would have such a  
24 significant Spanish population. And then, on a broader  
25 note, I asked the philosophical question of whether the

1 Government should ration access to a public good if it had  
2 other resources not to ration that good. Were we going to  
3 ration Algebra?

4 Finally, I was on the Board of Directors when the  
5 Davis Downtown Business Association was created. And I  
6 was charged with the task of coming up with a fee  
7 structure because the businesses are those whose fees are  
8 assessed, so it is to fund the organization. Well, going  
9 to over 400 businesses to try to come up with something  
10 that they thought was fair was a challenge, but it was a  
11 matter of meeting with them repeatedly, creating a  
12 structure which ended up being five different fee  
13 structures, five different fee levels, and explain to them  
14 the benefits of the Association to each of the business  
15 levels. We were able to come up with a process that did  
16 fund the organization.

17 I would foster collaboration with my other  
18 Commissioners by listening with a genuinely open mind, by  
19 exploring to see whether there was consensus on most  
20 issues, giving each party time to articulate their views,  
21 and why they held those views. I would also not neglect  
22 an effort to build personal contact. Our City Council was  
23 quite divided in the first years I served. We had  
24 difficult contentious meetings. We made a point of going  
25 out for a beer after each meeting. I had the Council

1 barbecues at my farm and other Council members had similar  
2 social gatherings. The bonding that occurred through  
3 these events helped us trust each other, even if we did  
4 not agree on an issue, and this served us well.

5 MS. RAMIREZ-RIDGEWAY: A considerable amount of  
6 the Commission's work will involve meeting with people  
7 from all over California who come from very different  
8 backgrounds and very different perspectives. If you were  
9 selected to serve on the Commission, tell us about the  
10 specific skills you possess that will make you effective  
11 in interacting with the public.

12 MR. FORBES: Thank you. In my various capacities,  
13 I have had occasion to interact with the public in many  
14 arenas. These include, among others, engaging with  
15 citizens at City Council as a School Board member,  
16 Downtown Business Association Board member, and Sister  
17 Cities delegate. In these capacities, I interacted with  
18 people of all races, sexual orientation, gender, and  
19 ethnicity. This also included broader areas such as the  
20 Diocese of Northern California where I was a convention  
21 delegate.

22 Davis is largely an Anglo, high achieving  
23 community. While on both the School Board and City  
24 Council, I made a point of reaching out to segments of our  
25 community that didn't typically fit the Davis image. We

1 developed one of the first, if not the first, multi-  
2 cultural curriculum in the State at my suggestion, and I  
3 was very proud of this, we developed a special education  
4 program for the children of migrant workers. I also made  
5 a personal point of attending, as an elected official, the  
6 graduation ceremonies at DQU, a Native American Junior  
7 College in Yolo County, the annual Hmong Memorial Ceremony  
8 honoring a young Vietnamese boy who had been killed in a  
9 hate crime on his Davis High School campus, and the  
10 continuing high school graduation.

11           The specific skills I developed over the years to  
12 make these changes effective are three-fold; first, I have  
13 a genuine interest and, indeed, a curiosity in what others  
14 have to say and for their culture and community,  
15 regardless of economic status or ethnicity. All need to  
16 be heard and represented. One of the actions I have found  
17 most useful is to listen with particular care to those  
18 with whom you don't agree, it's where one learns the most  
19 and will help one's self by forcing you to test your ideas  
20 and modify them as appropriate; second, genuine listening  
21 builds trust by ensuring that the other person knows you  
22 really value what they have to say; third is a willingness  
23 to engage the community on their turf, so to speak. One  
24 in a place of public trust and service must never forget  
25 for whom they work. An example: rather than make the

1 public come to Council's School Board meetings, which can  
2 be an intimidating venue for a lot of people, I advocated  
3 and succeeded in having us hold public meetings in places  
4 like schools and firehouses, or community centers.  
5 Finally, I am comfortable in speaking with the public in  
6 any venue and have a good ability to articulate what the  
7 entity I represent is doing. Moreover, with my experience  
8 as a newspaper columnist and the drafter of many  
9 brochures, I can also write with reasonable clarity, if  
10 that is the desire, communicating effectively with the  
11 public. In the context of our work as a Commission, it is  
12 important to hear from all who will be represented, voters  
13 and nonvoters alike. And I would expect to be able to use  
14 these skills that I have developed over the years in the  
15 service of the Commission.

16 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

17 CHAIR AHMADI: Yes, thank you. Good morning, Mr.  
18 Forbes.

19 MR. FORBES: Good morning.

20 CHAIR AHMADI: In continuation of your response to  
21 Question 5, the last one that you just went over, where do  
22 you think the Commission should go to get public input?

23 MR. FORBES: Well, I think it's important that the  
24 Commission really must cover the entire State. I think  
25 that it would be relatively to get the people who are

1 politically active involved, but I think what is going to  
2 be hard for the Commission, I mean, there are three groups  
3 of people that they represent, the voters, the nonvoters,  
4 and those who can't vote. The voters, I think, would be  
5 much easier to reach. The nonvoters will be the more  
6 difficult ones to reach. I think I would use - and I  
7 would have to see what the Commission had to say, but my  
8 own contribution would be to say, "How do we identify  
9 community organizations, or individuals who have sway with  
10 communities, and use them to encourage their members to  
11 come to whatever forum we choose to solicit their points  
12 of view.

13 CHAIR AHMADI: And what was the third group? You  
14 said the voters -

15 MR. FORBES: Yeah, voters, nonvoters, and those  
16 who can't vote. I mean, as I understand it, the districts  
17 are based on population, not on citizenship, and so I  
18 think that the districts will have, some districts more  
19 than others, will have a significant population that, let  
20 me just say, that is foreign born and are not citizens.  
21 But these entities need to represent them, as well,  
22 because I think that is the charge, and so, not the  
23 Commission, but just of the political process. And so we  
24 have to find a way to elicit their views, as well.

25 CHAIR AHMADI: Any ideas what might be the best

1 approach? I mean, what are your thoughts about it?

2 MR. FORBES: Well, I think that - and there are a  
3 lot of different approaches, but I think that, I mean, we  
4 will have standard public meetings probably in a public  
5 facility, but then I think you would have to go to - you  
6 could go to churches, you could go to community places  
7 where people feel more comfortable in coming and speaking,  
8 they don't have to identify themselves, they're not going  
9 to be photographed, and then they can talk to us. I also  
10 think that we should use electronic media, I think  
11 Facebook and Twitter and that kind of stuff are vehicles  
12 that we can get particularly the younger generation to at  
13 least offer their comments on what they think the various  
14 interests are.

15 CHAIR AHMADI: What type of information would you  
16 expect to gather from these different groups?

17 MR. FORBES: Oh, I think that - what we're trying  
18 to do here as I understand it is to develop various  
19 communities of interest, and I think we're going to have  
20 to determine because people fall into different groups,  
21 and one person can be in any number of groups, but I think  
22 we have to try and develop information as to what are the  
23 groups and what are the communities of interest that these  
24 people, these individuals, think are most important to  
25 them. I mean, I might be a small business person, I might

1 be a bridge player, those are two communities of interest,  
2 one is much more significant than the other, and I would  
3 say so. So, I think it is that kind of information you  
4 are going to have to tease out of the public as best you  
5 can.

6 CHAIR AHMADI: Thank you, sir.

7 MR. FORBES: Uh huh.

8 CHAIR AHMADI: In response to Question 1, you  
9 believe that your computer skills may not be sufficient,  
10 if I heard you correctly?

11 MR. FORBES: Well -

12 CHAIR AHMADI: Could you elaborate on that?

13 MR. FORBES: Sure.

14 CHAIR AHMADI: Are you comfortable using  
15 computers?

16 MR. FORBES: Oh, I'm comfortable using computers,  
17 I just never have made an effort, I mean, I use Excel, and  
18 I use, of course, all word processing programs. I can  
19 research stuff on the Internet, I do that all the time.  
20 What I mean is that, if there are specialized computer  
21 skills, I have not made an effort and have had no reason  
22 to develop those skills in the course of my business, but  
23 I certainly - I mean, I'm not uncomfortable with  
24 computers. I have five in my business kind of thing.

25 CHAIR AHMADI: Thank you, sir, I just wanted to

1 clarify. In your application, I believe you were  
2 referring to Davis when you say that you are living in an  
3 intensely political town in that they expect - and the  
4 communities expect to have its views listened to -

5 MR. FORBES: Absolutely.

6 CHAIR AHMADI: Could you elaborate on that and in  
7 a little more detail?

8 MR. FORBES: Sure. I mean, Davis is a high  
9 achieving, politically active community. And we are - I  
10 live on the farm now, but at the time, we were a City of  
11 Chiefs and no Indians, we had a very active, I will call,  
12 political class of about 400 people, who really thought  
13 their views should be heard. The other thing, for better  
14 or worse, the Council members are elected at large, not by  
15 districts, so you had to represent the entire community,  
16 and the interests weren't always the same, who got the  
17 part, who got the pool, I mean, that kind of stuff is  
18 always played out. So, you had to talk through these  
19 things, you had to take their information in, and try to  
20 develop policies and make decisions that were - I won't  
21 say grassroots-based, but had a lot of draw out of the  
22 community. Let me give you a comparison.

23 CHAIR AHMADI: Sure.

24 MR. FORBES: As I watch the Sacramento City  
25 Council, I don't see much public participation, the

1 Council sort of does its thing. I mean, there are certain  
2 interests that are active, but I don't see the citizenry  
3 as a whole coming forth to the Council and driving Council  
4 policy, that was not the case in Davis. We tried very  
5 hard to be responsive, that they would talk to us, and we  
6 would try to respond.

7 CHAIR AHMADI: So, it sounds that the City Council  
8 at Davis had some type of program to reach out to these  
9 communities, given the fact that the communities  
10 themselves wanted to be involved -

11 MR. FORBES: Well, part of it was going out into  
12 the local community. We found a tremendous difference - a  
13 lot of people, as I said, are intimidated by a Diocese and  
14 a TV camera, and this sort of thing. So, we would go to  
15 the firehouses, to the schools, to the community centers,  
16 and we would get a whole different group of people who  
17 would come and talk to us. And also, I think it was  
18 symbolic in that, rather than we're up here, and you're  
19 down there, by going into their communities, it made it  
20 much clearer that we serve you. And I think that came  
21 through.

22 CHAIR AHMADI: Thanks.

23 MR. FORBES: Sure.

24 CHAIR AHMADI: Other than the least leaf blower  
25 case that you described in your example, from your

1 experience working or being involved with the City Council  
2 activities, could you share with us what was one of the  
3 most challenging issue that you worked on, and how you  
4 tackled it?

5 MR. FORBES: Well, there was a - it was early on  
6 and sometimes you make permanent enemies, but that happens  
7 - for those of you who have been to Davis, you know, you  
8 go into Davis and there's a small two-lane entry into  
9 Davis called the Undercrossing. There was the General  
10 Plan that said that should be widened to four lanes, plus  
11 bike lanes and all that kind of stuff. There was a real  
12 split in the town on whether that should, in fact, occur.  
13 So we argued that, as a Council, for some months, and I  
14 was on the losing side of that vote on a 3:2 vote. We  
15 took that to referendum and the Mayor, Julie, and I were  
16 the two that did not think it should be widened, and I  
17 argued because it was going to cost a lot of money and  
18 downtown Davis couldn't take twice the traffic anyway,  
19 it's just a little downtown grid. And we took it to  
20 referenda, and in fact, the community voted with us and  
21 overturned the Council decision. That was a very  
22 contentious meeting. But that was also the time that,  
23 after every meeting, we'd go over to Lyon's and have a  
24 beer at 1:00 in the morning, and it really helped to keep  
25 the feeling toward each other trusting. There was no

1 personal animosity developed as a consequence, and that  
2 was good.

3 CHAIR AHMADI: So how do you think that the  
4 experience as a whole, you know, being involved with the  
5 City of Davis, will help you, or better prepare you for  
6 the job of the Commission?

7 MR. FORBES: Well, I think that it helped me to  
8 know how to do outreach in a venue or in forums that  
9 encouraged the public to tell us what they thought, not to  
10 create a false barrier that made that more difficult.  
11 Also, by the nature of who we were politically is that we  
12 really wanted to engage the public. I mean, all of us  
13 were very small "d" democrats, and I think that is an  
14 attitude that I think is important to have this Commission  
15 achieve what it can potentially achieve. And also, I  
16 think that you learn that the value of being able to  
17 develop personal relationships that can carry you over the  
18 rough spots, and I mean, if you don't trust the people  
19 with whom you're working, it's much harder - not  
20 impossible, but much harder. But, if you trust the people  
21 in a way that you think they're going to be honest with  
22 you, and they're telling you what they really feel, to me,  
23 it's a much more effective way of making the Commission  
24 work.

25 CHAIR AHMADI: Okay, thank you, sir. You are both

1 a small business owner, a rancher?

2 MR. FORBES: Uh huh, a farmer.

3 CHAIR AHMADI: And also a farmer. What are some  
4 of the issues related to these experiences you might  
5 expect to encounter as a Commissioner - California as a  
6 whole?

7 MR. FORBES: I think that it does help to have a  
8 representative, in this case, a Commissioner, be able to  
9 identify at least to some degree with the issues or  
10 problems or life of the person with whom you are speaking.  
11 I think, as a farmer, you get used to certain rhythms,  
12 things are not so go go, you look at a broader  
13 perspective, you know what it means to sit - and, I mean,  
14 I'm not going to tell you that I have the experience of a  
15 farm worker, but, you know, I've changed lots of  
16 irrigation pipe and moved lots of 30-foot pieces of pipe,  
17 and pruned trees, and driven tractors, and all that kind  
18 of stuff, so I have some understanding, and they, I hope,  
19 would know that I have some understanding of what they  
20 have to say. And when the people own the land, know the  
21 difficulties. I mean, last year was a disaster in our  
22 culture for lack of water and the prices in the economy,  
23 and so forth. So, I think that we share some experiences.  
24 I mean, a farmer in Kern County and I, in Yolo County, are  
25 going to have some of the same experiences and mindsets.

1           As far as a small business owner, I mean, I've  
2 been a bookstore owner now for 24 years, and again,  
3 there's a lot of people out there who have their own  
4 business, and they spend a lot of time, I mean, what it  
5 means to work six days a week, 10 hours a day, what it  
6 means to have to make payroll, what it means to be - you  
7 have the opportunity to make the money, but you also have  
8 the responsibility that the buck stops here, and that's a  
9 mindset - when I was the first business person to be  
10 elected to the City Council in Davis in 20 years, and it  
11 was a very interesting thing for me to see that there was  
12 a different mindset from those who were largely paid by  
13 the State or the City, and some of who wasn't. And so,  
14 having the - being able to relate as a small business  
15 person to other small business persons, I think, is  
16 valuable.

17           CHAIR AHMADI: You mentioned that you noticed  
18 differences in mindsets. Could you elaborate on that?

19           MR. FORBES: Sure, I can. Well, I thought you  
20 might follow-up on that. A couple of ways. I found that  
21 people who worked for the University, or worked for the  
22 State, one taught at Sac State, were more process-  
23 oriented, where as I was more results-oriented, I mean,  
24 that's just the way it was. I was a very quick study on  
25 financial issues because the bottom line always meant a

1 lot to me. I found that it was nothing for me to work six  
2 days a week, 12 hours a day, I mean, that was their  
3 standard, that was not the mindset of the staff sometimes.  
4 We had these meetings to go out into the public, we got  
5 some grumbling because we wanted the Department heads to  
6 come and, you know, that was sort of not part of the job  
7 description, so just little things like that, it wasn't  
8 anything that would cause too much conflict, but you  
9 recognized that there was a different point of view in how  
10 you approached things.

11 CHAIR AHMADI: So, what was your typical approach  
12 to reconcile the two different mindsets?

13 MR. FORBES: Oh, I don't think we had much trouble  
14 doing it, I think we sort of laughed at each other a  
15 little bit. I mean, I was sort of like, you know, what's  
16 this joke about sort of the red issued aim form of  
17 management? You know, make a decision because you can  
18 always fix the decision. And the other is to say, "Oh,  
19 no, we need to have more process before we come up with  
20 the decision, and so forth and so on. And I laughed at  
21 myself because, probably in the area of government,  
22 correct, you know, just that this is that and in the  
23 private sector it is a little bit different, I mean, on  
24 the small business, I think big organizations would have  
25 these structures and prime procedures. But when you're a

1 small business person, I mean, your sales are under a  
2 million dollars, and you've got six employees, and you  
3 know, you make decisions more quickly.

4 CHAIR AHMADI: All right, thank you very much,  
5 sir. No more questions at this point.

6 MR. FORBES: Thank you.

7 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

8 VICE CHAIR CAMACHO: Thank you. Hello, Mr.  
9 Forbes.

10 MR. FORBES: Good morning.

11 VICE CHAIR CAMACHO: You were talking about  
12 engaging the public and Davis is very engaged. You were  
13 talking about there was a group of individuals that were  
14 definitely chiefs. Were you able to get more  
15 participation out of the other citizens than these chiefs  
16 when you took it to these various locations?

17 MR. FORBES: Absolutely, and that's why we did it.  
18 We would find that, on a particular issue, you might have  
19 50 or 20 people show up in the Council chamber to talk on  
20 an issue, but when we went out to the fire stations in the  
21 schools, we might get 100 people, and they were not people  
22 you'd ever seen before in the Council chambers. So, by  
23 moving away from the more formal structure, we were much  
24 more effective in drawing people who had not otherwise  
25 participated. And that was extremely valuable, and that's

1 why we kept doing it.

2 VICE CHAIR CAMACHO: Do you think that's something  
3 that the Commission should look into?

4 MR. FORBES: Yes, and I absolutely think so  
5 because, again, if you will, the political class will come  
6 to us and be sure that we get their opinions, but that  
7 only represents a relatively small percentage of the  
8 population. If this process is to develop a trust of  
9 those who do not now participate, we have to get them into  
10 the process and that is only going to happen if we go out  
11 to them and start out in a venue that they will find safe  
12 and secure.

13 VICE CHAIR CAMACHO: There is one instance that  
14 you put in your application, when you were on the City  
15 Council, you found data and staff conclusions to be wrong  
16 in one instance. How did you handle the situation? And  
17 also, were there any adverse affects on working  
18 relationships?

19 MR. FORBES: Okay, again, this goes back to the  
20 issue of the undercrossing.

21 VICE CHAIR CAMACHO: The - what was that?

22 MR. FORBES: The undercrossing? Remember I told  
23 you about we voted 3:2, and so forth and so on? Well,  
24 after the referenda succeeded, we looked for methods of  
25 improving the traffic flow and one of the methods was to

1 install a right turn lane just after you came through the  
2 undercrossing. The staff person came up with a computer  
3 model that was simply wrong, and I spoke with him, I spoke  
4 with the City Manager before the meeting and I said,  
5 "John, this is wrong. Let me tell you why it's wrong,  
6 it's because they hadn't counted any stacking in the right  
7 turn lane. And so the staff member came to our meeting,  
8 the staff member came forward and presented his original  
9 model, even though the City Manager talked to him about  
10 it. And so I sort of went, "This model is not correct,"  
11 and I explained why. And he went back and he just dug his  
12 heels in, the staff member. So, finally, after about 15  
13 minutes, John asked to have a break, the City Manager.  
14 And he took the staff member aside and just told him,  
15 "You're wrong, let it go." Now, he didn't do that  
16 publicly because you do not - it is absolutely  
17 counterproductive to badger staff publicly, it just kills  
18 morale, and just creates a poor example that you really  
19 want to avoid. So, the City Manager, I mean, I raised the  
20 issue again, I challenged the data again, and then the  
21 City Manager, who was a wonderful City Manager, dealt with  
22 it and that was the end of the issue. We got a new  
23 computer model that showed that, in fact, the traffic flow  
24 was going to be improved.

25 VICE CHAIR CAMACHO: That particular staff member,

1 did they - so they obviously changed that model, and did  
2 they present that new model to you at the next meeting?

3 MR. FORBES: Not that particular staff member.

4 VICE CHAIR CAMACHO: Okay. When does diversity  
5 present problems in a community, and when does it not?

6 MR. FORBES: When does it present...? I don't think  
7 that diversity, per se, presents a problem. Rather, I  
8 think it is perhaps people's response to diversity. And  
9 that really is going to depend on how the community  
10 responds. In my experience, diversity has been valued and  
11 it's been, again, if one is curious, you want to know  
12 about the diversity, you don't view it as a threat, you  
13 view it as an opportunity. It can be a problem if it is  
14 viewed as a threat by some parts. Then, I think the role  
15 of whomever is the particular leadership in the community  
16 is to try to understand that threat and try to work that  
17 threat through, or the sense of a threat, and try to  
18 diffuse it at that level because, as I said, diversity in  
19 and of itself has no inherent threat, it is not an  
20 inherent problem, it's only how people respond to it.

21 VICE CHAIR CAMACHO: With that in mind, one of the  
22 programs that you worked on to - I think it was on your  
23 school board term, was to help the special education for  
24 migrant workers because you were saying your community of  
25 Davis was majority Caucasians. Can you elaborate on the

1 benefits and what you saw the beneficial effects that that  
2 program helped the community and did the community see  
3 that benefit?

4 MR. FORBES: Okay. Yes, let me answer the last  
5 part, first. Yes, I believe they saw the benefit of it.  
6 Most of the benefit went to the children of the migrant  
7 program. But, again, that was consistent with the ethic  
8 of Davis, I'll just call it that. Davis is sort of a  
9 small agricultural\* [39:51] community and it wants to, if  
10 you will, do the right thing. The way the program was set  
11 up originally was that the farm workers' children would  
12 show up in the spring and they would have about a six-week  
13 period in the Davis public schools. They didn't speak  
14 English, they disappeared, they were there for six weeks,  
15 they basically got nothing out of being there. Then, they  
16 would go to a Federal Program at the labor camp, which  
17 wasn't really an education program, it was more of an  
18 enrichment program. Then there would be a break, then  
19 they'd come back to Davis Public Schools for six weeks,  
20 and they'd leave. Mexico did not educate these children  
21 because they were migrant kids, and they got almost no  
22 education by virtue of the program they were in. So, my  
23 idea, and I talked to the Superintendent and he said,  
24 "Sure, we'll try this." And we got a waiver from the  
25 Feds, is that we were going to take the money that the

1 Feds were spending on this enrichment program in the  
2 summer, we were going to create a completely separate  
3 school year for the migrant kids that ran from April  
4 through October, it was going to be taught just in  
5 Spanish, and the point of it was, they were going to get a  
6 consistent educational opportunity, at least while they  
7 were here. It didn't cost any extra money because the  
8 Feds made up the part that we were going to contribute.  
9 And so we had a program that really met much better  
10 educational needs for the migrant children. Now, one  
11 spin-off benefit that we've got, you know, I've talked  
12 about Spanish Emersion, is that the - as the Spanish  
13 Emersion Program expanded, we were able to draw in to the  
14 Spanish Emersion Program the migrant kids because what you  
15 found is that the parents of the migrant children thought  
16 this was such a good program, that they tended to stay and  
17 not go back to Mexico so their children could be in the  
18 Davis School System's program. So, over time, and I  
19 forget the exact sequencing or how exactly this occurred,  
20 we drew in, the migrant children from this program, into  
21 this Spanish Emersion Program. And so, like in the first  
22 grade or second grade, here are these kids who, their  
23 native language is Spanish, they were in our Spanish  
24 Emersion Program which, in first and second grade is all  
25 in Spanish, so there is a benefit to our children because,

1 as they were learning the language, they had an  
2 opportunity to learn it with native speakers, so there was  
3 a benefit down the road.

4 VICE CHAIR CAMACHO: How did you - or was this  
5 part of the Davis' School Board's venue to go out to these  
6 migrant workers to inform them of this program?

7 MR. FORBES: Yes.

8 VICE CHAIR CAMACHO: How did they do that?

9 MR. FORBES: Well, I mean, each staff would go  
10 out, we had Spanish speakers on staff and they would go  
11 out. I mean, we would direct the Superintendent to do  
12 this and, I mean, it's not something that Board members  
13 did, we just directed the Superintendent to do it.

14 VICE CHAIR CAMACHO: How many kids were in the  
15 Spanish Immersion Program? And where was it located in -

16 MR. FORBES: When we started it, we started with  
17 one class of 30, expanded up through seven classes to 30,  
18 and that's when the rub came, as long as it was one class,  
19 one at each grade level of 30 or thereabouts, it didn't  
20 begin to impact schools. But we went to - we have an  
21 entire Spanish Emerging School now. One whole school is  
22 devoted to Immersion. And so I think we were probably 20  
23 percent of the student population, something like that. I  
24 mean, I haven't seen the numbers recently, but it's  
25 something like that.

1           VICE CHAIR CAMACHO: Is there a waiting list to  
2 get into that program -

3           MR. FORBES: No.

4           VICE CHAIR CAMACHO: -- or was there?

5           MR. FORBES: No. That was the issue of the demand  
6 driven aspect of it. I mean, there was at least one Board  
7 member on the School Board who thought we should just keep  
8 it low because it - and it was a fair issue - it was going  
9 to affect the outcomes of the neighborhood school, which  
10 was a big deal in Davis, we really built our whole  
11 neighborhoods around schools. But by pulling students  
12 from everywhere and putting them in one school, that was  
13 going to have an impact on the neighborhood school system,  
14 and so it was a value judgment you had to decide, are you  
15 better off to have a demand-driven program -- this is what  
16 the parents want and this is what they're paying for -- or  
17 are we going to try to protect the neighborhood school  
18 system or not? And we chose to make it demand-driven.

19           VICE CHAIR CAMACHO: Okay. You commented on a  
20 book in your application, *California in the New*  
21 *Millennium*.

22           MR. FORBES: By Mark Baldassari?

23           VICE CHAIR CAMACHO: What was that?

24           MR. FORBES: Is that by Mark Baldassari?

25           VICE CHAIR CAMACHO: Yes. About divisions in the

1 State. Do you think partitioning California into two or  
2 more States would help address any of the State's ills?  
3 And then, how would you use this knowledge in the  
4 Commission?

5 MR. FORBES: Okay, well, first of all, I don't  
6 think - there's not a chance that the other states would  
7 allow us to split. They are not going to give California  
8 four centers or six centers, ain't going to happen. But,  
9 I believe that splitting the State doesn't make the issues  
10 go away. Let's say you have Southern California and you  
11 have Northern California, what issues are still out there?  
12 Water? That has to be resolved whether we're one state or  
13 10 states. Transportation? It has to be resolved  
14 regardless of how many states we are. So, I think that -  
15 and also, by creating an illusion that problems can be  
16 solved by splitting the state, and it is an illusion, I  
17 believe, that becomes an easy out. It becomes a means of  
18 avoiding the issues that we really have to address. And  
19 so, therefore, I think that the role of the Commission,  
20 you recognize the different parts of the state have  
21 different interests. I mean, there are different  
22 communities of interest in the Inland Empire, or in the  
23 San Joaquin Valley, than there are from San Francisco.  
24 You need to know that because I think it will help you  
25 draw out what are the communities of interest you need to

1 create your districts around. It's also, I think, useful  
2 because, if people understand that we're making a real  
3 effort to come up with districts that are fair,  
4 representative, not political in the sense of trying to  
5 achieve a particular outcome to favor a certain group, I  
6 think that will be a mechanism by which, not just the  
7 Commission, but the State as a whole can say, "Look,  
8 folks, we're in this together, this is not - cutting that  
9 boat in half isn't going to make it float any better." We  
10 have to resolve the problems as a state and, recognize  
11 we're different, but put that aside as far as we can and  
12 try to come up with solutions as best we can.

13 Let me give you an example, water is something I  
14 pay a lot of attention to. I find it fascinating that  
15 Southern California, "Oh, Northern California - oh,  
16 Southern California takes so much water," and so forth and  
17 so on, the per capita use of water in Los Angeles is half  
18 what it is in Sacramento. Sacramento has no water meters.  
19 I mean, we say, "Oh, don't take our water, but don't ask  
20 us to use water meters." I find that - that's the kind of  
21 thing that, you know, it would be a good faith gesture to  
22 Southern California to say, "Look, we're going to install  
23 water meters because..." "Now, now that we have water  
24 meters, now we can talk about water in a little different  
25 way," rather than, "Oh, this is my water."

1           VICE CHAIR CAMACHO: Thank you. That was my last  
2 question.

3           MR. FORBES: Okay.

4           MS. RAMIREZ-RIDGEWAY: Ms. Spano.

5           PANEL MEMBER SPANO: Thank you. Good morning.

6           MR. FORBES: Good morning.

7           PANEL MEMBER SPANO: When you serve on the Davis  
8 City Council and you have issues that are brought up where  
9 the members are split a lot, is it due - what is it  
10 usually due to? Is it due to maybe partisan -

11          MR. FORBES: No. It was remarkably little  
12 partisanship. There was some personality -

13          PANEL MEMBER SPANO: Personality.

14          MR. FORBES: -- some personality. There was a  
15 difference of goals, and differences of opinion. And the  
16 big issue of the day was always - was growth. And we  
17 would have one or two Council members who didn't believe  
18 that the City should control growth, that was not the  
19 consensus of the town. And so we would argue over that  
20 issue. But, it just was a different view.

21          PANEL MEMBER SPANO: How hard is it for - in this  
22 kind of group dynamic situation - for the members to  
23 separate their strong views?

24          MR. FORBES: It depends entirely on the people who  
25 are selected. For example, we had no trouble, we had

1 vigorous disagreements, but we would go out for a beer,  
2 that was my example. But since I've been off the Council,  
3 and I don't like to bad mouth councils, but there has been  
4 a lot of contentiousness, and I think it's been personal,  
5 so the issues haven't changed, it's just - and so, to me,  
6 it's really important that you do not keep it personal -  
7 you do not make it personal - you argue as strong as you  
8 can for your position, when the decision is made, it's  
9 everybody's decision, you don't sit there and snipe. And  
10 you move on.

11 PANEL MEMBER SPANO: If you were selected for the  
12 Commission, what do you feel in your members would make up  
13 - in their qualifications, what would you feel would be a  
14 good Commission to work with?

15 MR. FORBES: Oh, I think that the Commission  
16 should have a variety of skills, I think it should have a  
17 variety of - it's an overused word, but - it should have  
18 diversity, I mean, and that it's charged to have diversity  
19 and I think it should because California is such an  
20 interesting state, is such a different state from any  
21 other state because of its size, its population, and its  
22 ethnic makeup.

23 PANEL MEMBER SPANO: Why would that be so  
24 important for the Commission to have?

25 MR. FORBES: Because I think because the purpose

1 of the Commission in my mind is to create districts that  
2 people have confidence in, and we were talking before the  
3 meeting about how, if you have a Commission that's got 14  
4 old white men with beards, you do not have a Commission  
5 that's going to have any credibility at all.

6 PANEL MEMBER SPANO: And why is that?

7 MR. FORBES: Because the people will not be  
8 represented and they won't feel represented. They just  
9 won't.

10 PANEL MEMBER SPANO: Do you think it's the  
11 physical diversity that would help, or the backgrounds or  
12 other issues of diversity?

13 MR. FORBES: You know, I'd like to say, "Gee, in a  
14 perfect world, it would be just your background and your  
15 intelligence, and your ability to analyze things, but it's  
16 important to understand that that's not what the public  
17 sees. The public is not going to read my resume. So, I  
18 think it's important that there be an ability for the  
19 public at large to look at the Commission and say, "Yes,  
20 just look at the Commission," and say, "Yes, that fairly  
21 represents, more or less, what this state is about." I  
22 mean, you could have, as I said, 14 old white men with  
23 beards and they may have the absolutely mentally  
24 completely representative of every aspect of the state,  
25 but in the 30 seconds that the public is going to look at

1 them, you know, and as we're so attuned to the 30-second  
2 sound bite on television for our political ads, they're  
3 not going to see that. And so I think it's important that  
4 the Commission look something like the state looks.

5 PANEL MEMBER SPANO: So what population do you  
6 think would be not responsive to an all white Commission?

7 MR. FORBES: Oh, I think many populations would  
8 not be responsive, frankly. I mean, if I were a Hispanic,  
9 I mean, I'm projecting now, but if I were an Hispanic, I  
10 would say, "You know, we're," what are we -- 30-35 percent  
11 of the state? Just a guess, I'm trying to decide some  
12 number and I'm thinking, "Excuse me? Where am I?" I  
13 mean, let me give you an example. We made a real effort  
14 in the Davis School District to have teachers of various  
15 ethnicities in front of the classroom, so our children  
16 could see themselves. And we want teachers to be good,  
17 but we wanted the children to see themselves in front of  
18 the classroom, not just somebody else. So, I think that  
19 it creates a - I mean, if what we're trying to do here is  
20 create trust, if what we're trying to do here is create  
21 legitimacy, then it's really important that we have this  
22 sort of - it should look like the State. Who would be  
23 upset? I don't know, but I will tell you that I suspect  
24 that the political activist types would.

25 PANEL MEMBER SPANO: Pardon me?

1           MR. FORBES: The political activist types would.  
2 I mean, the people who would most want to engage in this,  
3 if you had an all Anglo male commission, first of all,  
4 you'd get sued, I'm sure, but I mean, I'm not sure they'd  
5 even hear what the Commission was saying.

6           PANEL MEMBER SPANO: Well, what would you do if  
7 you were charged with the responsibility as Commissioner  
8 and you had to go out to all the African-American  
9 community? Knowing what you just said, how would you try  
10 to reach out to convince them that you understand their  
11 needs, when you feel like they may have been perceived -  
12 they may perceive you as a White Anglo -

13           MR. FORBES: Sure, sure, White Anglo old man with  
14 a beard. I do Santa routines in the midst of December.

15           PANEL MEMBER SPANO: Other than dressing up like  
16 Santa, how would you relate to these people?

17           MR. FORBES: Well, what I would do in that case,  
18 for a particular community, I would try to identify who in  
19 that community represents, speaks for that community, is  
20 viewed upon with trust. And I would try - first off, I  
21 would probably meet with them one-on-one, or one-on-five,  
22 whatever the management in terms of numbers, to be sort of  
23 sure that they understood what this was what we are trying  
24 to achieve here. And then I would have them go with me  
25 into the community because I think that would help to

1 validate what I was saying to the community, it would help  
2 me get past that barrier.

3 PANEL MEMBER SPANO: By having a representative  
4 that looks like them and -

5 MR. FORBES: Who sort of vouched for them, vouches  
6 for me, vouches for what I was doing.

7 PANEL MEMBER SPANO: How were you able to  
8 convince, when you did the demand-driven Spanish Emerging  
9 Program, how did you reach out to the Hispanics when you  
10 distinctly aren't Hispanic and you don't look like them,  
11 how did you convince the others and reach out to the  
12 population that this is a good program?

13 MR. FORBES: Well, what we did, I mean, again, I  
14 don't speak Spanish, but what we would do is one or,  
15 usually two, Board members would go and the Superintendent  
16 would go, and then someone who was a Spanish emerging  
17 teacher or was fluent in Spanish, or could identify with  
18 them, somebody - what was the group? I'm drawing a blank,  
19 but there's a Hispanic representative group in Davis and I  
20 forget the name of it off-hand, and you would have them  
21 come to the community and you'd find out who was the  
22 leadership within the migrant community, and you'd meet  
23 with them, and so the people who didn't speak Spanish  
24 would go there to say, "We are here, we believe in this."  
25 And we would let the person who then would translate for

1 us and be our spokesperson in Spanish, then they would  
2 draw the questions back to us and we would work through  
3 the translator. That's why I said, "I think it's really  
4 important that this Commission have access to translators  
5 because a whole bunch of different languages, I mean, I  
6 don't - I can't speak Hmong, for example, but it's  
7 important that they be heard. And so I want - that's just  
8 an example. So that's how I would do it and that's how I  
9 did do it. Or, not "I" did it. Again, so often you say,  
10 "I did this," but in fact, it's the entity, the group, the  
11 Council did it, or the School Board did it. I mean, this  
12 is not King Stan.

13 PANEL MEMBER SPANO: Was it really hard to  
14 convince the School Board that this program was critically  
15 important to the community?

16 MR. FORBES: No, and that -

17 PANEL MEMBER SPANO: You said you were the swing  
18 vote or -

19 MR. FORBES: Oh, I was the swing vote on the  
20 Spanish Emerging one. Yeah, I was the swing vote on that.

21 PANEL MEMBER SPANO: What were the issues at heart  
22 of the opposing members?

23 MR. FORBES: Well, they were concerned about the  
24 loss of neighborhood schools. If you are going to have a  
25 demand-driven program -- that some viewed as elitist - I

1 mean, some did -

2 PANEL MEMBER SPANO: Is there like an elitist  
3 attitude?

4 MR. FORBES: Was there. You know, I think perhaps  
5 when the program started, it might have had some of that,  
6 but as it became - for 20 percent of the student  
7 population, that became a non-issue. But I think that was  
8 really - you know, neighborhood schools vs. the demand-  
9 driven program that could have an impact, and did,  
10 because, as I say, ultimately we took over a neighborhood  
11 school. But we had to argue for things like libraries,  
12 how much money is each school going to get for libraries?  
13 The Spanish Emerging has no library, so how - so should we  
14 spend a whole bunch of money to buy books for them and  
15 starve the other libraries for a couple of years, to build  
16 their library? Or no? Well, we went on a per capita  
17 basis, solely, because we weren't going to take away. It  
18 could not be seen as taking away programming sources from  
19 the other children, we couldn't do that.

20 PANEL MEMBER SPANO: Do you feel like the Spanish  
21 Emersion program had a really big impact on the residents'  
22 views on their political preferences and how it's maybe  
23 changed them --

24 MR. FORBES: No, I don't think so.

25 PANEL MEMBER SPANO: -- or shaped them?

1           MR. FORBES: I don't think so. I think Davis -  
2 Davis has got a fairly significant consensus of how things  
3 should be done, and it does. So I don't think it changed  
4 anything. I think people viewed it as, in the overall  
5 thing, it was a good thing. Because I think that the  
6 majority of the people in Davis, and I hate to speak for  
7 65,000 people, recognized that California is going to have  
8 - and has - a very significant Hispanic population, so it  
9 is good for our children to be able to speak Spanish in  
10 California, you know, that's just a good thing. And, I  
11 mean, my son was one year too old to be in the program,  
12 but I certainly would have enrolled him because I think it  
13 would have given him another tool. He teaches in inner  
14 city Oakland right now and he's picked up enough Spanish  
15 just teaching first-graders, but it's a - he would have  
16 been better off if he could have walked in the classroom  
17 and spoken - been able to speak Spanish at some level.

18           PANEL MEMBER SPANO: Thank you. You were talking  
19 earlier about the undercrossing and Mary was mentioning  
20 about the staff person's model and how it was wrong. And  
21 I was wondering how you determined that it was wrong, if  
22 you can give me a little bit more detail behind that?

23           MR. FORBES: Try and picture - the question is how  
24 many cars could we get through an intersection at a given  
25 light change, very technical stuff, boring stuff. Have

1 you ever driven into Davis under the undercrossing? Are  
2 you familiar with it?

3 PANEL MEMBER SPANO: Not that I can remember.

4 MR. FORBES: Okay, then that determines what level  
5 of explanation I have to give you. Okay, you go under the  
6 undercrossing and it's one lane, and then, as you just get  
7 into downtown, there's - a right turn lane has been added  
8 that will take seven cars, a space for seven cars,  
9 stacking, as well as the main lane that goes through the  
10 intersection.

11 PANEL MEMBER SPANO: Okay.

12 MR. FORBES: His computer model and, you know, the  
13 little cars with the little red dots, or little green  
14 dots, whatever, his model in determining how many cars  
15 could get through the intersection showed no cars in the  
16 stacking lane turning right.

17 PANEL MEMBER SPANO: It was unrealistic.

18 MR. FORBES: Well, I mean, it wasn't how it was  
19 going to be used. I mean, all these cars lined up to go  
20 through the intersection, a bunch of them are going to go  
21 to the right, and so you were going to be able to get more  
22 cars through the intersection and a lot of them would be  
23 turning right anyway. And his model just didn't do that.  
24 And it was like, "hello?" I mean, so...

25 PANEL MEMBER SPANO: And it was purely computer

1 driven, the model?

2 MR. FORBES: Oh, I don't think so, but I'm not at  
3 this point going to talk about motives, let's just say  
4 that was the model he gave us because, I mean, the City  
5 Engineers were not very happy with this, the both of us  
6 who didn't want to widen it!

7 PANEL MEMBER SPANO: The City Engineers had a  
8 motive not to widen the street?

9 MR. FORBES: Well, not exactly, I hesitate to talk  
10 about motives, but they had been told for a long time this  
11 was going to be widened, and that's the way it was going  
12 to be, and to have to deal with the people who defeated  
13 the plan.

14 PANEL MEMBER SPANO: Do you feel that their strong  
15 beliefs may have influenced the outcome of their model in  
16 some way to their benefit?

17 MR. FORBES: Again, since the voters have decided  
18 it, I don't want to talk about motives. I mean, it's a  
19 long time ago and what we have done works pretty well  
20 and...

21 PANEL MEMBER SPANO: How would you, if you were  
22 working - and the reason why I ask more questions about  
23 this is, most likely, the Commission will have to hire  
24 consultants and a consultant that perhaps is skilled in  
25 GIS or mapping.

1 MR. FORBES: Uh huh, uh huh.

2 PANEL MEMBER SPANO: How would you determine the  
3 legitimacy of their model and their maps if you - like you  
4 said, because you're familiar with Davis, that the  
5 engineers already had a motive to maybe, their judgments  
6 may have influenced the way they drew that, how are you  
7 going to determine whether a consultant's beliefs,  
8 personal strong beliefs, did not influence in any way  
9 their map drawing, and that it's a neutral, non-partisan  
10 map?

11 MR. FORBES: I think there's a couple of ways you  
12 do that. First of all, it's who you hire in the first  
13 place, do they have a track record of being non-partisan?  
14 Then, I think you apply - I don't know if we're going to  
15 have staff to do this, but you ask your expert staff,  
16 "Does this seem right?" I mean, "Is there anything  
17 obvious here?" And then, I mean, I think that, I mean, my  
18 guess is all the Commissioners are going to be bright.

19 PANEL MEMBER SPANO: I'm sorry?

20 MR. FORBES: Are going to be bright. And I think,  
21 and sometimes a layperson's just looking at it can pick  
22 things up, or at least be able to ask intelligent  
23 questions about it. At least, then, if the questions are  
24 clarified, then you would be satisfied with it. But,  
25 again, and I think depending on who you hired in the first

1 place, there's no particular motive for them to not try to  
2 do what the Commission is trying to do. To me, that's -  
3 really, the first two things are who you hire, and then  
4 your staff can say, "This is good," or not.

5 PANEL MEMBER SPANO: Do you find it challenging  
6 knowing that you've never done redistricting before to  
7 make those - to develop those good questions? And  
8 critique the work of a consultant?

9 MR. FORBES: I would rather, I mean, I've done  
10 lots, particularly on the EIRs, where I've done most of my  
11 questioning, I don't find it challenging, I find it  
12 interesting. In my days of being a lawyer, you learn to  
13 read stuff with a critical eye. Does it make sense? And  
14 if it does, fine. But if it doesn't, even if you can't  
15 identify a particular question, you begin to say, "This  
16 doesn't look right, and then you ask more questions and  
17 you sort of tease out whether there's a problem or not."  
18 And, to me, that's an enjoyable, for me, intellectual  
19 activity. It's challenging, but only in a good sense.

20 PANEL MEMBER SPANO: Uh huh. So, are you  
21 comfortable with districts that are drawn in unusual  
22 shapes?

23 MR. FORBES: Well, I mean, the charge is to not  
24 have them be in unusual shapes, the charge is to have them  
25 be compact and, I mean, I read it this morning, again,

1 Prop. 11, but I mean, there are certain restrictions - not  
2 restrictions, but guidelines, that the Prop. 11 puts on  
3 this. I think what we do not want because I think, again,  
4 it will go to the issue of trust with the public, is a  
5 gerrymandered district. I think that needs to be avoided  
6 because that is exactly the kind of stuff that I think  
7 gives the public a lack of confidence in the districts,  
8 and it makes it look like, you know, there's something  
9 else going on here.

10 PANEL MEMBER SPANO: What in your mind constitutes  
11 a gerrymandered district?

12 MR. FORBES: One that is not reasonably  
13 contiguous, if you will, not reasonably compact. Like, I  
14 forget if it's still the case, but there was the district  
15 in Southern California that, when the tide came in, it was  
16 in two pieces because it ran down the beach, so to pick up  
17 a block of voters over here, and a block of voters over  
18 there, that would be a gerrymandered district.

19 PANEL MEMBER SPANO: Uh huh. The Commission will  
20 most likely be hiring attorneys to assist them. How  
21 comfortable are you taking advice from an attorney?

22 MR. FORBES: Great. I've been one. I mean, so,  
23 no, we had a terrific City Attorney in Davis and I find  
24 that my background helps me to talk to them and, again, to  
25 sort of thing about how attorneys think. So, I mean, I

1 have no trouble with attorneys at all.

2 PANEL MEMBER SPANO: What role do you see yourself  
3 on the Commission?

4 MR. FORBES: Well, I'm one of 14 and no more. My  
5 role will be defined, I think, by what the Commission  
6 determines is going to be its work plan, and how it  
7 determines it needs to distribute the work. So, it's  
8 really going to - my role is going to be what the  
9 Commission thinks the best role I can play is.

10 PANEL MEMBER SPANO: Thank you.

11 MS. RAMIREZ-RIDGEWAY: Panelists, are there  
12 follow-up questions?

13 CHAIR AHMADI: I don't have any.

14 MS. RAMIREZ-RIDGEWAY: Well, I had so, but many of  
15 the panelists stole them, which has been happening lately.  
16 I had a couple - I have a couple left. I heard you talk  
17 very very briefly in passing about a situation in which a  
18 young man was apparently killed at the high school as a  
19 result of a hate crime?

20 MR. FORBES: Right, uh huh.

21 MS. RAMIREZ-RIDGEWAY: Were you on the Council at  
22 that time?

23 MR. FORBES: No, this is before I ever got on the  
24 School Board. This happened probably in the early 1980s.

25 MS. RAMIREZ-RIDGEWAY: Oh, okay. I'm sure that

1 that incident was very difficult for your small town.

2 MR. FORBES: It was terrible.

3 MS. RAMIREZ-RIDGEWAY: Do you have a sense or an  
4 opinion of what the School Board and Council did to sort  
5 of -

6 MR. FORBES: Yes -

7 MS. RAMIREZ-RIDGEWAY: - resolve - or sooth the  
8 wound a little bit?

9 MR. FORBES: Yes, it wasn't so much the City  
10 Council at the time, it was the School Board because it  
11 did happen on the school - we had a monument built, we  
12 have an annual day in his honor on the campus, we have  
13 diversity days on campus. We developed the multicultural  
14 curriculum, and that I was in, I was there for that. We,  
15 as a city, make a point of recognizing diversity issues,  
16 we're very sensitive as a city, this is when I was on the  
17 Council, as well, for anything that resembles a hate  
18 crime, we've very very sensitive to that kind of stuff.  
19 And it's interesting what you learn, and not just negative  
20 stuff, it's positive stuff, we try to have positive events  
21 for various aspects of our community.

22 But it's interesting, the sensitivity one has to  
23 develop and I was just - I learned. Learning experiences  
24 are good. When I was on the Council, they wanted to build  
25 a new - we were going to move the Boy Scout cabin so we

1 could put in the right turn lane, so I went out and there  
2 was a developer and he had some land, and I was going to  
3 get the developer to help the Boy Scouts move into this  
4 location for nothing. It never occurred to me that our  
5 gay and lesbian population would be upset about that,  
6 because the city was dealing with facilitating the Boy  
7 Scouts moving, because of, you know, the Boy Scouts'  
8 attitude toward gay and lesbians. And when I was educated  
9 by that, we backed off of it. I said, "You're right, I  
10 just was blind to it." So, I think we just have done  
11 various things and mostly we're really quite sensitive  
12 now. The thing that I talked about, we try to have staff,  
13 whether on the City or the School District, so people can  
14 see themselves.

15 MS. RAMIREZ-RIDGEWAY: How do you think minority  
16 communities across the state will be affected by the  
17 Commission's work?

18 MR. FORBES: Well, my hope would be, and again, I  
19 go back to the fact that we have a good, significant  
20 portion of our population that is apathetic. My sense is,  
21 and this is just from reading the newspaper kind of stuff,  
22 is that the voters of California are disproportionately  
23 Anglo and old. I would hope that the Commission, if it  
24 can engage - I hate to use the term "minority," but we  
25 will call it the "ethnic communities" - and have them

1 understand that we're trying to be sure that you are  
2 represented by this process, and what you have to say  
3 matters. And that will encourage them to participate, is  
4 that there's something in this for you, there's a reason  
5 you should participate in this, if only because the  
6 decisions that are being made by the voters of California  
7 reflect your interests, not just their interests, because  
8 the interests of the young Hispanic interest in Los  
9 Angeles has a different interest from the, if you will,  
10 older white persons who live in that part - as a  
11 generalization. So, to get a more legitimate, validated  
12 political process, and the decisions that the Legislature  
13 will ultimately make, to be validated and accepted,  
14 because they are going to be hard decisions, they are not  
15 going to be fun, I am hoping that we can engage them and  
16 pull them into the process, or encourage them - pull is  
17 too strong - encourage them to come into the process.

18 MS. RAMIREZ-RIDGEWAY: I don't have further  
19 questions. Panelists, do you have any? We have 18  
20 minutes left on the clock if you care to make a closing  
21 statement.

22 MR. FORBES: Oh, I just want to thank you. I  
23 think this is a really important process. California's  
24 politics are, you know, I'm not saying anything out of  
25 school here, are sort of a mess. And I go back to this

1 issue of being legitimate. We have really really hard  
2 issues that we're going to have to confront. And we're  
3 only going to be able to get people to confront them if  
4 they participate in the process, because if you only have  
5 a certain, small percentage of people making decisions  
6 that affect everybody, that decision is just going to get  
7 shot at all the time. And I see this Commission has an  
8 opportunity to create - to help restore the sense of trust  
9 that really is at the basis of any political system. And  
10 I thank you for your work. When I was in a law firm years  
11 ago, a different lifetime, I was one of the hiring  
12 interviewers, and I know how hard it is to see person  
13 after person after person and keep them straight. So, I  
14 thank you for your service.

15 CHAIR AHMADI: Thank you, sir.

16 VICE CHAIR CAMACHO: Thank you.

17 PANEL MEMBER SPANO: Thank you.

18 MS. RAMIREZ-RIDGEWAY: Thank you so much for  
19 coming to see us. We will recess until 10:59.

20 (Off the record at 10:28 a.m.)

21 (Back on the record at 11:00 a.m.)

22 MS. RAMIREZ-RIDGEWAY: Let's go back on record.

23 It's 10:59 and we have a quorum present. All our  
24 Panelists are here. We also have a new Applicant, Mr.  
25 Sherman Gee.

1 Are you ready to begin, Mr. Gee?

2 MR. GEE: Yes.

3 MS. RAMIREZ-RIDGEWAY: Please start the clock.

4 What specific skills do you believe a good Commissioner  
5 should possess? Of those skills, which do you possess?  
6 Which do you not possess and how will you compensate for  
7 it? Is there anything in your life that would prohibit or  
8 impair your ability to perform all of the duties of a  
9 Commissioner?

10 MR. GEE: I think the most important skill is to  
11 be mission oriented and I feel that that is something that  
12 is very important for the Commission, certainly coming  
13 from a military background I am accustomed to thinking in  
14 terms of what the overall mission is. And so, this is  
15 certainly, in my mind, a top skill that I bring.

16 The second is, after knowing what the mission is,  
17 the Commission should focus on requirements, deadlines,  
18 and resources, and I am certainly very accustomed to doing  
19 that. Because knowing the mission is basically, okay,  
20 what is the Commission to do? Then, how do we do it?  
21 What do we have to work with? And so, when we address  
22 requirements, which in this case comes from the Voter  
23 Rights Act, and what do we have to work with in terms of  
24 funding and staff, and what other deadlines that are  
25 important, we need to keep that foremost in our minds,

1 too. And after working many years as a Program Manager,  
2 Department Heads, that is something also very important.

3           The next skill, I believe, is to be able to work  
4 effectively in a diverse setting, a group setting. And I  
5 think, as we get into the interview process more, you will  
6 see that that is also a strong trait that I have. And to  
7 be able to work effectively, one has to help to build  
8 trust in fellow members of the group, and that also is  
9 very important, and one can do that in many ways, but  
10 certainly one important way is to encourage open  
11 communications among all the members of the group.

12           Next, I feel that it is important to be able to  
13 handle a lot of data from many different diverse sources,  
14 and also to be sufficiently analytical, to know what is  
15 important relevant to the question at hand, or the issue  
16 at hand, rather than being just inundated with all the  
17 data and not knowing what to do with it. So, that's  
18 another skill that I have and have developed over the  
19 years, to be able to, if you will, find the common thread  
20 in all the data that is available on a specific question,  
21 and to develop options on what to do about it. This would  
22 be learning what consequences might occur for the  
23 different options that one develops to address the  
24 specific question or issue at hand. And knowing the  
25 consequences is very important before one decides which

1 option to pick, or what side of the issue you want to land  
2 on. So, I think these are all skills that are very  
3 important as a member of the Commission.

4           And I feel that I do bring these skills to your  
5 consideration. And I believe there are areas, that I will  
6 mention, that I am not so well versed in, that is  
7 important in the Commission, and one of these is the fact  
8 that I have lived outside of California for many years,  
9 having moved back in 2002. But I spend most of my time in  
10 the East Coast near the Washington, D.C. area. And so,  
11 I've been away from California politics and developments  
12 on a policy level for quite a while, but certainly one of  
13 these areas that would affect me if I was on the  
14 Commission is my familiarity with local redistricting  
15 concerns and questions, and so this is something that I  
16 will have to pick up if I'm on the Commission. And how  
17 would I do that? Well, certainly, I will try to listen as  
18 best I can when we have meetings at the various parts of  
19 the state, and also to rely on fellow Commission members  
20 who may be coming from that part of the state, perhaps, or  
21 who are more familiar with it. So, I will be certainly  
22 all ears to learn more about the local California  
23 situation as it impacts the Commission, but this is an  
24 area that I feel I'm not very well up on, at this present  
25 time.

1 MS. RAMIREZ-RIDGEWAY: Describe a circumstance  
2 from your personal experience where you had to work with  
3 others to resolve a conflict or difference of opinion.  
4 Please describe the issue, and explain your role in  
5 addressing and resolving the conflict. If you are  
6 selected to serve on the Citizens Redistricting  
7 Commission, tell us how you would resolve conflicts that  
8 may arise among the Commissioners.

9 MR. GEE: Okay, thank you. I forgot on the first  
10 question, may I just come back -

11 MS. RAMIREZ-RIDGEWAY: Absolutely.

12 MR. GEE: There is nothing in my life that would  
13 prohibit or impair my participation in the Commission. I  
14 think that was one aspect of the question. Okay, on this  
15 second question, I wish to describe a situation where I  
16 had come into a job fairly new, and the job basically is  
17 to plan and sponsor research and development projects at a  
18 number of Navy technical centers that are located all over  
19 the U.S. And when I first got into the job, I realized  
20 that the technical centers were not cooperating very well,  
21 in any sense, but instead they were really very highly  
22 competitive, and the reason is because they are competing  
23 for funds, I am the sponsor. So, the normal business  
24 practice would be, every year they would submit proposals  
25 to me for R&D projects, and then I would review the

1 proposals and I would select the ones that I think have  
2 merit, and that was the normal way that business was done.  
3 However, I felt that the competition was too intense at  
4 the expense of cooperation, so I needed to do something,  
5 and what I did was to form a planning and strategy group,  
6 and this group would consist of representatives from all  
7 the technical centers, as well as representatives from  
8 higher headquarters. And my purpose of doing this is  
9 several-fold, I will just describe briefly. One is that  
10 it would provide a forum where the representatives can  
11 work together to help plan the entire program, develop the  
12 investment strategy that we would need to determine  
13 priorities and allocation of resources, and the group  
14 would provide the opportunity for the representatives of  
15 the Navy Centers to get to know one another and, in doing  
16 so, they would at least become more amenable to working  
17 together, and that as my original purpose, and it worked  
18 out very well. The representatives participated every  
19 year in developing how we were going to devote our  
20 investment resources of funding every year, and so they  
21 developed ownership of the program that I am managing and  
22 so, when they submit proposals to me, then I see that the  
23 proposals are much more on the mark of what we have to do  
24 from a corporate, from a national sense, than the previous  
25 situation where there priorities were simply to get as big

1 a piece of the funding pie as they could for their own  
2 technical center.

3           So therefore, what that meant was that they  
4 developed a much better appreciation of the higher mission  
5 that we are all working towards and, so, consequently,  
6 they began to see how they and their organization fit into  
7 the bigger picture. And when they see that, then they are  
8 certainly much more forthcoming in cooperation because  
9 then they realize, "Hey, my own technical organization  
10 doesn't have all the technical skills needed to adjust a  
11 specific priority or need." And so, in order to be able  
12 to solve the problem, address the need, they may have to  
13 work together with another technical center. So, as a  
14 result, they would come together and develop joint  
15 proposals and joint projects, and so we would have  
16 projects that involved two or three different technical  
17 centers working together, but applying their own  
18 specialized skills towards that part of the problem that  
19 they are able to support, and then the other centers would  
20 work on other aspects of the problem. So, this turned out  
21 to be a very resounding success because we were able to  
22 break down interpersonal barriers and, so, consequently,  
23 the Navy benefitted immensely and the planning group that  
24 I had formed was still in existence after I left that job,  
25 after 10 years. So, anyway, I like to bring that up.

1           Okay, to resolve Commission conflicts, I would try  
2 to model it somewhat according to that particular example  
3 and that is, firstly, to develop an appreciation for the  
4 higher mission, okay? And so, what this means is you want  
5 to set up rules and guidelines, in this case, that come  
6 from the Voters Rights Act, perhaps the Constitution, and  
7 wherever, make sure that everybody has a clear idea what  
8 those rules are and the guidelines, keep communication  
9 channels open, that is important, and then, try to develop  
10 understanding of both sides of an issue. So that goes  
11 together with being open and keeping communications  
12 effective. And, then, when issues arise, try to  
13 depolarize them, don't let those issues get to the point  
14 where it polarizes the operation of the Commission into  
15 two or three different sides.

16           And so, what you want to do is reduce the  
17 emotional content of the supporters of one side or the  
18 other, downgrade to a difference of opinions, which is  
19 very desirable, and we all have differences of opinions,  
20 and we all have our own views, and so I think that is very  
21 desirable, but it is how we work with differences of  
22 opinions, it is important. And not to escalate it to  
23 something that is too partisan for the Commission to move  
24 forward on. Again, this whole process thing would be  
25 helped by keeping in mind the overriding importance of the

1 mission. The mission takes precedence, and so, if this is  
2 understood and appreciated in the Commission, then all  
3 these issues can be placed in their proper perspective and  
4 resolved, and then we can move forward.

5 MS. RAMIREZ-RIDGEWAY: We have about five minutes  
6 remaining. How will the Commission's work impact the  
7 State? Which of these impacts will improve the State the  
8 most? Is there any potential for the Commission's work to  
9 harm the State? And, if so, in what ways?

10 MR. GEE: I will have to make it quick. I think  
11 the establishment of the Commission in itself is of major  
12 benefit to the State. It removes the redistricting from  
13 the political arena, produces better representation on the  
14 Commission of the diverse composition of voters in the  
15 State, and it also helps produce more accountability to  
16 the broader electorate vs. special interests.

17 Now, the way I see it, it is sort of like a binary  
18 situation, if the Commission doesn't work - or it doesn't  
19 do the work - if it does the work, it is of benefit to  
20 California; if it doesn't do the work, it's harmful to the  
21 State. There is very little in between, but there  
22 certainly can be half-way points such as the Commission  
23 does the work, but doesn't do it well, doesn't do it  
24 completely, and the State has to call in a master to  
25 adjudicate and, depending on the State of the maps that is

1 turned over, it could or could not be adjusted by the  
2 master, and so that could be very harmful to the State.

3 MS. RAMIREZ-RIDGEWAY: Describe a situation where  
4 you have had to work as part of a group to achieve a  
5 common goal. Tell us about the goal, describe your role  
6 within the group, and tell us how the group worked or did  
7 not work collaboratively to achieve this goal. If you are  
8 selected to serve on the Citizens Redistricting  
9 Commission, tell us what you would do to foster  
10 collaboration among the Commissioners, and ensure the  
11 Commission meets its legal deadlines.

12 MR. GEE: Okay, the situation which I wish to  
13 place before you now is my role with the International  
14 Consortium. This is described in my application, so I am  
15 sure you must have seen it. Basically, the consortium  
16 covered eight different countries and NATO, so the  
17 diversity was in terms of languages, national priorities,  
18 and different backgrounds, and different agendas that  
19 people had in coming together. The goal was to develop a  
20 capability within the military forces that would be  
21 similar to what we know is the Internet today. However,  
22 there are many differences and the role of a project was  
23 to develop advance technologies that would enable us to  
24 extend capabilities to the more stricter requirements of  
25 the military.

1           Again, the collaborative environment was developed  
2 through developing an ownership on the part of all the  
3 participants in developing plans and strategy, how the  
4 project would be conducted. This particular project was  
5 signed off by all eight governments prior to initiation,  
6 so the U.S. Government, all the other Governments, were  
7 behind this project, and so that constituted our mission,  
8 if you will, the overriding mission that we were supposed  
9 to accomplish. And this is in the MOU. One thing about  
10 this particular collaboration was it required unanimous  
11 consent, so that in itself is a much tougher thing to  
12 achieve than just majority.

13           Okay, to foster collaboration on the Commission.

14           MS. RAMIREZ-RIDGEWAY: This is a good time for me  
15 to interrupt you for just a second. We are down to less  
16 than a minute, but, Panel, are you okay with extending  
17 time?

18           VICE CHAIR CAMACHO: Yes.

19           MS. RAMIREZ-RIDGEWAY: Let's extend five minutes.

20           CHAIR AHMADI: Yes.

21           MS. RAMIREZ-RIDGEWAY: Go ahead, I am sorry to  
22 have interrupted you. Fostering collaboration.

23           MR. GEE: Thank you very much. The collaboration  
24 on the Commission is, first, to get to know the members  
25 through personal interactions, better opportunities to

1 know how to deal with them, certainly promote the open  
2 communications, and build trust among the members. And  
3 then we need to seek consensus on all the plans and  
4 schedules and resource use. And because the particular  
5 collaboration was very complex, we had to divide the  
6 workload among different members of the consortium, so we  
7 would form projects headed by different nations, and those  
8 tasks would be composed of representatives from all the  
9 nations that were interested in working on that particular  
10 task. So the work was basically decomposed into smaller  
11 work elements, and then they all had to come together at  
12 the end on a schedule, and so the project was able and  
13 successful in doing that, coming up to completion within  
14 the deadline imposed by the MOU.

15 MS. RAMIREZ-RIDGEWAY: A considerable amount of  
16 the Commission's work will involve meeting with people  
17 from all over California who come from very different  
18 backgrounds and very different perspectives. If you were  
19 selected to serve on the Commission, tell us about the  
20 specific skills you possess that will make you effective  
21 in interacting with the public.

22 MR. GEE: Okay, I mention again, in the  
23 Commission, we don't require unanimous consent, so this  
24 was something that is a little bit easier than what I have  
25 been working with in the past. But certainly my

1 experience in the Consortium really is helpful for working  
2 on the Commission. The other thing is the respect of  
3 differing interests of just the various members, as well  
4 as the public. The public comes into the meeting with  
5 their own background, their own journey through life, and  
6 in that sense, they are very unique, and so, from my  
7 perspective, I am always interested in hearing what their  
8 inputs are, what their views are, because I certainly can  
9 learn from them, and it would help me to understand more  
10 about what the various concerns are and to determine what  
11 are the ways that we can try to address them, if we can.

12 I think that the overriding thing for me is,  
13 whenever I get into a situation where you have public  
14 meetings, I try to really develop an understanding of  
15 where they're coming from, and so I'm very willing to  
16 spend the time and give them the floor, but I cannot give  
17 promises that things will be hunky dory, or so on. But I  
18 am very patient in listening to different people's views  
19 because I certainly do not consider knowing much of  
20 anything! And I think in working with the Commission,  
21 when they meet with the public, we need to try to find the  
22 important information threads that can help the Commission  
23 in doing its work because, again, it's a situation where  
24 information is coming from so many different sources and  
25 it's a question of pulling out what's important for the

1 Commission's work and - okay.

2 MS. RAMIREZ-RIDGEWAY: One minute.

3 MR. GEE: Okay, one minute. And that was  
4 something that I also spent many years doing, and this was  
5 in the area of trying to match technology needs in the  
6 Civilian sector and identifying applicable military  
7 technology for those needs. So, we were dealing with the  
8 public sector, State governments, local governments,  
9 federal agencies, in trying to determine technologies that  
10 had already been developed within the Defense Department  
11 that might be used to apply toward the newer uses that the  
12 Civilian sector had... Okay.

13 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

14 CHAIR AHMADI: Please go ahead and finish that  
15 sentence.

16 MR. GEE: Oh, okay. Well, that was the crux of  
17 it, to apply technology that has already been developed to  
18 new users or new uses, so that we don't have to spend the  
19 money to develop the same technology over again.

20 CHAIR AHMADI: Thank you very much, sir. Good  
21 morning, Mr. Gee. You said in response to question 1, and  
22 also you mentioned in your application, that one area that  
23 you're not strong at is familiarity with the earlier  
24 redistricting in California. Could you please share with  
25 us your thoughts why familiarity with prior redistricting

1 is important for this year's work?

2 MR. GEE: Well, I think the prior redistricting  
3 activities have little bearing on the current Commission  
4 because it was conducted in a different way, and so that  
5 was what prompted the Proposition 11 and Voter Rights Act.  
6 But it was all the deliberations and the issues that arose  
7 relative to that that I did not follow. But I don't think  
8 that the only way of doing business is all that much  
9 useful for the new Commission.

10 CHAIR AHMADI: Thanks for the clarification, I  
11 appreciate that. You currently have a consulting - you  
12 are involved with consulting services on a part time  
13 basis, did you say?

14 MR. GEE: Yes, I was consulting, but I have  
15 finished that and I am no longer a consultant.

16 CHAIR AHMADI: So currently, you are not providing  
17 any consultant services to any of these -

18 MR. GEE: That is correct.

19 CHAIR AHMADI: Okay, thank you so much. You  
20 mentioned the importance of understanding the mission of  
21 the Commission. In your words, what is the mission of the  
22 Commission?

23 MR. GEE: Okay, the mission of the Commission -  
24 mission of the Commission - is to develop those three maps  
25 for the Senate, the Assembly, and the Board of

1 Equalization. And through it, along guidelines given by  
2 Voter Rights Act and some of those are that the districts  
3 should be drawn compact and also contiguous, roughly equal  
4 population, no consideration of where the incumbent lives,  
5 and, well, anyway, there are a number of guidelines that  
6 the Commission has to abide by, so these are all legal  
7 requirements now, and that constitutes really the  
8 Commission - or the mission of the Commission. And that  
9 is to do the work as set forth, and make sure that that  
10 takes precedence over all the other considerations and  
11 deliberations and issues that will arise. We have to keep  
12 that in mind throughout the eight and a half months  
13 process.

14 CHAIR AHMADI: Thank you, sir. You also stated  
15 that one way that the Commission or Commissioners would be  
16 able to collaborate is to break down the tasks into  
17 smaller elements. Could you share your thoughts on what  
18 tasks can, or what are these elements within the decision-  
19 making process of the Commission, based on the mission  
20 that you just mentioned?

21 MR. GEE: Sure. One of the things that the  
22 Commission has to do is to go around the State and meet  
23 with the public and certainly, with the size of  
24 California, I think it's probably undoable for the  
25 Commission to have all 14 members meeting in local

1 districts all over the state, and still meet the time  
2 deadline. So, therefore, the question is, well, how are  
3 we going to do this? And so, one thing that can be done  
4 is for the Commission to develop small groups within the  
5 Commission and these groups would be responsible for  
6 meeting with the public in different parts of the State  
7 and the group members then would be ones who live perhaps  
8 in that area and are more familiar with the local issues  
9 and concerns of the public. And so, this way, it's a  
10 multi-tasking and we would break down the Commission into  
11 these groups and, over a period of three weeks, hopefully  
12 all the groups can cover the entire State and report back  
13 to the Commission what came out of all of those meetings.  
14 So, that would be an example of how you would break down -  
15 but there could be other areas, too, but that would be  
16 subject to the early stage planning that I think is  
17 important, the Commission also has to do when it gets up  
18 and running.

19 CHAIR AHMADI: What other options do you think are  
20 available to help the Commission to get this public input,  
21 other than going out to different communities in small  
22 groups, as you described?

23 MR. GEE: Sure. Well, there are other options, of  
24 course. You could use the Internet, do videoconferencing  
25 or meetings on video, and I guess that's sort of not as

1 desirable as in-person meetings. I believe that the Voter  
2 Rights Act does mention meetings in local areas of the  
3 State, and I think I recall seeing that the groups should  
4 be two or more of the Commission members, so I think it is  
5 already in the Voter Rights Act that these meetings take  
6 place. So I certainly don't want to replace those  
7 meetings, but just to respond to your question, there are  
8 other options possible, too.

9 CHAIR AHMADI: What type of information, or what  
10 kind of data would you be looking for in these public  
11 hearing sessions?

12 MR. GEE: Well, that would be determined to a  
13 large extent by what the boundaries in that area look like  
14 now and what, given the guidelines that the Commission  
15 has, what the changes would be necessary. And the  
16 boundaries, as I understand it, are - let's say they do  
17 not agree with the guidelines that is given in the Voter  
18 Rights Act, in other words, there is big room for  
19 improvement, as far as I understand the current district  
20 lines as they exist today, and so certainly what the  
21 subject of these public hearings would be is dependent on  
22 what the condition of the district lines are. Maybe there  
23 is very little; if they all seem to satisfy the VRA, but  
24 then there are other sections of the country that it  
25 doesn't, so perhaps some of the local citizens really feel

1 that they don't have a voice, they're not represented  
2 because of the way that district lines are drawn, and so a  
3 lot of that would be brought before the public hearings by  
4 the Commission members, I am sure.

5 CHAIR AHMADI: In your view, what do you think is,  
6 if any, is the problem with the current lines?

7 MR. GEE: Well, I'm not familiar with them, but I  
8 certainly know of situations where they are not - well,  
9 apparently the problem is not all district lines are  
10 compact, some have fingers extending to certain areas to  
11 enclose perhaps, to include special interests, or special  
12 groups, or special political ideologies that benefit the  
13 incumbent. And so, there may be district lines that run  
14 through a city or town, and divides the town, and so you  
15 want to be able to be able to maintain the integrity of  
16 the town or neighborhoods within the City. And so, I  
17 think these are situations that we will encounter within  
18 the Commission.

19 CHAIR AHMADI: Okay, thank you, sir. Kind of  
20 related to that concept, how do you think California's  
21 vast demographic and geographic diversity shape  
22 communities and lead people to share certain preferences,  
23 I mean political preferences? Geographic diversity,  
24 demographic diversity, how does it affect the preferences?

25 MR. GEE: Well, it certainly has a big effect,

1 that's for sure. Geography and the natural resources that  
2 the State has generate business, different types of  
3 business, it also attracts different types of people to  
4 different areas of the State. The State itself has  
5 coasts, and mountains, and forests, and deserts, and  
6 lakes, and so all the State's geography and natural  
7 resources has a - it affects the demographics, the  
8 diversity of business, and people here in the State to a  
9 large extent, in my view.

10 CHAIR AMADI: Could you share if you can think of  
11 a specific example that is related to a specific location  
12 in California?

13 MR. GEE: Sure.

14 CHAIR AHMADI: But within the context of, you  
15 know, the diversity as you described it.

16 MR. GEE: Sure, sure. In Oroville, it's north of  
17 Sacramento, I'm sure you're all familiar with it, it used  
18 to be gold was discovered in that area, and so it  
19 attracted people from all over the country to mine the  
20 Feather River for gold. Now, in Tahoe, you know, that's a  
21 recreational facility, it attracts a lot of people who  
22 like to live close to nature, it doesn't have a lot of  
23 industry there, and the reason why? Because we want to  
24 preserve the ecosystem in the Lake Tahoe region, so  
25 primarily the economy there is driven by recreation and

1 casinos and skiing, and so on. In let's say the San  
2 Joaquin-Sacramento Delta arena, water is a big issue  
3 there, how it is distributed to the rest of the State is  
4 always a big political issue here in California, and that  
5 is driven by limited water resources here in the State.  
6 And how that water is distributed to people downstream is  
7 always a hot political button here. So, again, geography  
8 resources are very important drivers in the diversity of  
9 the State, and the economy of the State, and the  
10 socioeconomic makeup of the people in the State.

11 CHAIR AHMADI: Thank you, sir. So how does this  
12 diversity challenge the Commissioners? And what would be  
13 a good starting point to meet that challenge?

14 MS. RAMIREZ-RIDGEWAY: Five minutes.

15 CHAIR AHMADI: Thank you.

16 MR. GEE: Well, I don't view diversity as really a  
17 challenge because diversity is good, and it's not a  
18 negative, and so, consequently, I feel that we want to  
19 make use of diversity, understand it, learn what the  
20 issues are from different segments of the population,  
21 understand their perspective, and come up with a position  
22 or a option that can address many of the issues from  
23 diverse populations, so it's a challenge in that sense,  
24 but again, it's something that is desirable. We do - our  
25 nation is founded on diversity - and so it is not

1 something to steer away from, it's just to be able to work  
2 within the boundaries of diversity.

3 CHAIR AHMADI: Let me just make it a little more  
4 specific; my intention was not to say diversity, in  
5 general, but in your example, when you mention, for  
6 example, Lake Tahoe, you mentioned that there are certain  
7 elements that effects the preferences there, let me just  
8 use that example, if you can just briefly tell me, when  
9 you have overlapping interests, because of those divergent  
10 interests, what would be a good approach to meet the  
11 challenge of, you know, when you have overlapping  
12 interests in a certain area? That was kind of like my  
13 intention, the way I should have worded that, sorry.

14 MR. GEE: Certainly, trying to understand the two  
15 sides is important. In Tahoe, for instance, one side  
16 would be the environmentalists and the other side would be  
17 perhaps the casinos who want to expand, okay? So what do  
18 you do? Well, then, you have to take a look at what  
19 higher authority, what guidelines you can get from higher  
20 authority, and the higher authority would be the Tahoe  
21 Regional Planning Commission, the State, what they say  
22 about population density, zoning, and so on. So, there  
23 may not be a magical solution, but we have to give the two  
24 sides the opportunity to air their view, understand their  
25 view, determine what the implications of various options

1 are, certainly, and also be cognizant of higher authority.  
2 In this case, the Voter Rights Act.

3 CHAIR AHMADI: When you say "higher authority," I  
4 now I'm running out of time, but just - and if we run out  
5 of time, that's okay, I can come back at the end, I will  
6 see if I have time - higher authority in what sense? How  
7 would that impact your decision in this case?

8 MR. GEE: Well, it would impact because, again,  
9 I've said at the beginning, mission takes precedence, that  
10 is most important. Higher authority represents the  
11 authority that determines or defines the mission. And  
12 that goes back to also my military background because  
13 mission - successful completion of a mission is  
14 overriding. And so, when I say "higher authority," we  
15 have to be cognizant of what we're trying to accomplish,  
16 and that would be the overriding consideration in trying  
17 to look at the overlap issue that you refer to.

18 CHAIR AHMADI: To make sure that I understood your  
19 response, maybe I should make it a yes or no question, so  
20 you can just say yes or no; if you are faced with these  
21 challenging, overlapping interests, casinos want to expand  
22 and the business or people who live there don't want to  
23 expand for environmental reasons, and the State says, "Go  
24 ahead and expand," would you just listen to the State and  
25 make the decision for the Commission? Or no? You can

1 just say yes or no. I don't know if -

2 MS. RAMIREZ-RIDGEWAY: You have 10 seconds.

3 CHAIR AHMADI: Thank you.

4 MR. GEE: All right. Yes and no. Yes, it's  
5 higher authority. But I like to elaborate a bit more on  
6 that perhaps.

7 CHAIR AHMADI: Hopefully we can come back to it.  
8 Thank you.

9 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

10 VICE CHAIR CAMACHO: Go ahead and finish what your  
11 thoughts -

12 MR. GEE: I'm sorry?

13 VICE CHAIR CAMACHO: Go ahead and finish.

14 MR. GEE: Okay. It depends on what the State,  
15 what their language is. If it says the law says this  
16 should be done, then it's an emphatic yes. If it says,  
17 "Go ahead and do it," it's one person speaking, or it is  
18 written in a letter with accountability, then that makes a  
19 difference how that message is imparted. But those are  
20 the nuances, you know? It's not a simple yes or no unless  
21 you really know what the situation is.

22 VICE CHAIR CAMACHO: Hello, Mr. Gee.

23 MR. GEE: Hi.

24 VICE CHAIR CAMACHO: You kind of talked about  
25 putting - dividing elements of the process and having a

1 mission, guidelines, rules. You described the need for  
2 division of labor and clear lines of responsibility on the  
3 Commission within your application. How would you plan on  
4 this?

5 MR. GEE: Well, of course, this is something that  
6 you don't really think about until you're on the  
7 Commission. But the Commission itself has 14 members, so,  
8 depending on the task, if the task is to go out and meet  
9 the public, then we have to first see how many districts  
10 or local areas we need to cover. Do we need to cover the  
11 entire State? And, if so, then how large of those areas  
12 that a meeting should be held? In other words, there are  
13 parts of the State that are very sparsely populated, there  
14 are others that are dense. And so, how many of these  
15 public hearings are we really talking about? And then,  
16 what is the timeframe that we have to accomplish this?  
17 And that is also part of the planning process, to figure  
18 out effectively how much time we can devote to this, and  
19 not compromise other areas of work. And then, how many  
20 groups do we split up into? Maybe groups of two or three  
21 people? Four or five people? Well, that impacts how fast  
22 we can get the job done if you have less groups. And the  
23 more people on a group, or you have more groups, and only  
24 two, perhaps, and maybe one group will have two, another  
25 group would have three, it depends because maybe there are

1 not too many Commission members very familiar with a  
2 particular area of the State, so maybe only two is all  
3 you're able to find, or one part of the State has such a  
4 high population, dense city, that perhaps you need to get  
5 more than two. So, it's all dependent on the situation  
6 that's encountered by the Commission, but those are all  
7 the considerations that I think a Commission really needs  
8 to consider in breaking up the work.

9 VICE CHAIR CAMACHO: Obviously, with 14  
10 individuals that are on the Commission, not everyone is  
11 going to be familiar with certain areas of the State. How  
12 do you think the Commission should handle that when they  
13 go out to public meetings?

14 MR. GEE: Well, firstly, you want to have somebody  
15 that's vaguely associated with that part of the State if  
16 you can find them on the Commission. If the situation is  
17 you can't find anybody on the Commission, then the  
18 Commission members really have to be in a very big  
19 listening mode and also pay attention to recording, what  
20 is said in the meeting, because there could be issues that  
21 are brought up in front of the Commission members, that  
22 they're not familiar with, and they haven't had the  
23 opportunity to do any background review of it. So, they  
24 perhaps may not have as great an understanding as one  
25 would wish, and so consequently recording and documenting

1 the meeting would be very helpful in that situation. I  
2 think also that if the Commissioners are really unfamiliar  
3 with that area, after the public hearing, to spend some  
4 effort to talk to perhaps people on the staff here, or  
5 counsel if it is a legal question, and to determine what  
6 their views are on the subject. In other words, the  
7 issues that arise are not closed after the public hearing,  
8 but it is information gathering and, for Commission  
9 members who are totally unfamiliar with that area, I think  
10 that's purely information gathering and - but the thing  
11 is, don't sit on that information. The Commission members  
12 have an obligation to pass on that information to the  
13 Commission at large and also to access whatever additional  
14 resources that are available to the Commission, as I  
15 mentioned, from staff, or legal counsel, or wherever.

16 VICE CHAIR CAMACHO: As you know, as a  
17 Commissioner, there's going to be a lot of meetings, so  
18 either meetings with the Commissioners themselves, or  
19 going out to public meetings to listen, talk with the  
20 public. I see in your application that you have - you are  
21 a teacher at adult classes. How would that experience, or  
22 any other speaking experience, help you on the Commission?

23 MR. GEE: Well, I certainly don't want to be  
24 teaching to the Commission. My view is that I'm a - one  
25 of 14 members on the Commission and, hopefully, if I am on

1 the Commission, whatever I bring to the table will  
2 complement the rest of the Commission, so I don't want to  
3 get in the mode of teaching or lecturing. What I will do  
4 is to mention things that I see that touch on what I have  
5 experienced in the past, perhaps to present some  
6 additional information, additional way of viewing things,  
7 different perspective, if you will, and I think teaching  
8 is valuable in the sense that it exposes you to a lot of  
9 young minds, creative minds, and so it helps you to  
10 contribute to a forum like the Commission, too, because  
11 the people that I'm sure will be selected for the  
12 Commission will also have - are of high caliber, and so  
13 they will have certainly their own views and creativity to  
14 bring to the table. And all I can say is that what I  
15 bring hopefully can complement what they bring to the  
16 table.

17 VICE CHAIR CAMACHO: Have you had any other  
18 speaking engagements where you've spoke out in the public,  
19 like conferences, or stuff like that? Can you kind of  
20 describe those experiences and how those experiences will  
21 help you on the Commission?

22 MR. GEE: Sure. I've spoken numerous times at  
23 conferences, workshops, seminars, I have been invited to  
24 speak to a good number of them. These conferences are  
25 normally technical conferences, but it's open to the

1 public, whoever wants to come can come, and normally on a  
2 specific conference topic. I've also spoken to, let's  
3 say, groups in NATO to represent the Consortium. Being  
4 the Chairman, I have to report to them normally twice a  
5 year, and so I would have to present to them briefings  
6 about the progress of the work of the Consortium. And  
7 there, in those meetings, you have many many countries  
8 represented. They've expanded it now to 25, perhaps,  
9 different countries including Eastern Bloc countries. So,  
10 how it would help me on the Commission, certainly, is  
11 familiarity with making presentations, certainly working  
12 with different types of individuals, and that is basically  
13 a motivation for me because I feel that, if I were to talk  
14 to people that come from different backgrounds, I can  
15 learn from them and adjust my own thinking, if you will,  
16 for information that I didn't know before. So, exposure  
17 to all these meetings and conferences, I think, should be  
18 very helpful to me with the Commission because you'll have  
19 people from different walks of life, different ages,  
20 different backgrounds, not simply technical, as in my  
21 case, and so that's a motivation for me.

22 VICE CHAIR CAMACHO: Okay. Do you believe that  
23 mathematical modeling techniques, that you discussed in  
24 your application, would be useful for the Commission work?  
25 Why or why not?

1           MR. GEE: Okay, yes. It could be useful if it's  
2 already developed and tested. It won't be useful if you  
3 have to develop it new and to test it out because you just  
4 don't have time to do that.

5           There are many many mathematical tools in the  
6 world for different purposes. What I would want to do in  
7 this case is to focus down on what tools are already  
8 available and that would be applicable to the work of the  
9 Commission, and to help draw the candidate maps, if you  
10 will, the draft maps. I think it would be very useful if  
11 a tool is available that can help the Commission  
12 investigate "what if" situations, but those are situations  
13 where, if you draw the lines this way, what happens? How  
14 does it increase the population within the district? And  
15 what impact does it have on the adjacent district? Or, if  
16 you move it down this way, this way we can maintain the  
17 integrity of that little town, but it will affect the  
18 population count. And so, it's, if you will, a way in  
19 which you can try to do - investigate a lot of different  
20 scenarios before deciding on the final one. And this way,  
21 hopefully, the final maps will be representative of the  
22 sum total of all of these "what if" situations that we  
23 investigated.

24           VICE CHAIR CAMACHO: So, these tools that you're  
25 talking about could possibly be already in a mapping

1 system for redistricting to some extent, correct?

2 MR. GEE: I think it's most desirable if that is  
3 the case.

4 VICE CHAIR CAMACHO: Okay, that was my last - oh,  
5 go ahead if you have more, go ahead.

6 MR. GEE: You don't want to spend the time and  
7 money to develop anything new.

8 VICE CHAIR CAMACHO: Thank you. That was my last  
9 question.

10 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

11 PANEL MEMBER SPANO: Good morning.

12 MR. GEE: Hi, good morning.

13 PANEL MEMBER SPANO: How long has it been since  
14 you carried out mathematical modeling?

15 MR. GEE: How long?

16 PANEL MEMBER SPANO: How long?

17 MR. GEE: Okay. I have to think back of all the  
18 projects that I've been involved with, and that takes a  
19 lot of going back to. Certainly, I can remember a  
20 situation where we used computers at Lawrence Livermore  
21 Lab.

22 PANEL MEMBER SPANO: At Lawrence Livermore Lab?

23 MR. GEE: Yes. And that was to - I don't know  
24 whether you want to learn about the details, but certainly  
25 that was when I was working here in California in the

1 1970s.

2 PANEL MEMBER SPANO: 1970s.

3 MR. GEE: Yes, but you have to understand that, in  
4 my work in Washington, I was involved with so many  
5 projects and many of them involved mathematical modeling.

6 PANEL MEMBER SPANO: So, would that put you more  
7 in a recent period, your work in D.C.?

8 MR. GEE: Yes, yes.

9 PANEL MEMBER SPANO: And when was the last time in  
10 D.C. that you used mathematical modeling when you worked  
11 there?

12 MR. GEE: Okay. This will be in the 1990s.

13 PANEL MEMBER SPANO: 1990s.

14 MR. GEE: Yes.

15 PANEL MEMBER SPANO: If you were called to do so,  
16 would you be able to contribute to the Commission in  
17 developing - well, not developing - in assisting in  
18 running mathematical models for the Commission? I know  
19 you mentioned that.

20 MR. GEE: Yes.

21 PANEL MEMBER SPANO: Okay. I'm interested in your  
22 Air Force Officer work.

23 MR. GEE: Yes.

24 PANEL MEMBER SPANO: When did you serve?

25 MR. GEE: I served at a place called Tullahoma,

1 Tennessee.

2 PANEL MEMBER SPANO: Tennessee.

3 MR. GEE: Yes, I had just recently graduated from  
4 Stanford and they assigned me to go to Tullahoma.

5 PANEL MEMBER SPANO: They assigned you to  
6 Oklahoma?

7 MR. GEE: Yes - no, Tullahoma, Tennessee.

8 PANEL MEMBER SPANO: Tullahoma, okay, sorry.

9 MR. GEE: It is a small town. And it's a  
10 beautiful area. And the reason they assigned me there was  
11 because I was given the job to teach half time at  
12 University of Tennessee, the Space Institute, which had  
13 just opened a new campus besides the lake in Tullahoma,  
14 and the University was short on faculty, and so they asked  
15 the Air Force to provide them with two recent graduates to  
16 help teach graduate courses there. So, I was one of the  
17 ones selected and I was very happy about that assignment  
18 because, at least I was not assigned to be a Supply  
19 Officer when my degree from Stanford was Electro-  
20 magnetics.

21 PANEL MEMBER SPANO: Was this back in the '60s?

22 MR. GEE: Yes, that's correct.

23 PANEL MEMBER SPANO: How was your experience  
24 teaching?

25 MR. GEE: I'm sorry?

1           PANEL MEMBER SPANO: How was your experience early  
2 on -

3           MR. GEE: I enjoyed it, but I also learned  
4 something from that experience, and that is that -- and  
5 this was at an early age -- I learned that, to advance in  
6 an academic environment, really, depended on your ability  
7 to bring in money to the University. And that is true, in  
8 general, by the way.

9           PANEL MEMBER SPANO: Really.

10          MR. GEE: Yes. And so I said to myself, well, if  
11 this is the case, then do I necessarily have to do this in  
12 an academic environment if what everybody is interested in  
13 is to attract funding for the organization? So, after my  
14 Air Force obligation was completed, I worked for a small  
15 company where I did that, and I got paid a little bit  
16 better.

17          PANEL MEMBER SPANO: What other experiences have  
18 you gained from your Armed Services that you believe would  
19 contribute to your skills as Commissioner?

20          MR. GEE: One of the things that I acquired when  
21 working for the military was assignments that brought me  
22 into many different technical areas beyond the specialty  
23 area that I studied and performed research in while in  
24 school. And so, consequently, it gave me a very broad  
25 background of many different areas. I will give you an

1 example. When I was in the Air Force, at Patterson Air  
2 Force Base in Ohio, they assigned me to work in a  
3 laboratory, and it was during a time when lasers were just  
4 becoming popular in the U.S. And so, the Air Force was  
5 very interested in what lasers can do for the Air Force  
6 mission because it was a new technology. And, as you all  
7 know, lasers are very common today. So, I was given the  
8 job of developing an Optical Econo Measures Program for  
9 the Air Force that would help protect aircraft against  
10 laser weapons. And so this is - I just mention this as an  
11 example of, you know, one of the areas that I was assigned  
12 to. I didn't study it, but it had some relationship to my  
13 studies when I was in the University, which was in  
14 Electromagnetics.

15 PANEL MEMBER SPANO: Do you believe that you are  
16 good at getting into projects, in group projects where  
17 they are brand new and you haven't done it before, and I'm  
18 going to - because it seems like you have skills that can  
19 do that.

20 MR. GEE: Yes.

21 PANEL MEMBER SPANO: Do you feel that you could do  
22 that on the Commission as a brand new project for you,  
23 having not done redistricting before?

24 MR. GEE: Definitely. I would say this, when I  
25 mentioned I sponsored a lot of projects at the very

1 beginning, many of these projects were new projects that I  
2 had never done before, and what we did was we recognized  
3 there was either a requirement, or a need, or a threat  
4 that needed to be addressed, and we needed to develop the  
5 technologies to counter those threats and to meet the  
6 requirements, so we had to start new projects all the  
7 time. It was the way we did business, yes.

8           PANEL MEMBER SPANO: You mentioned that being  
9 Asian-American, you know what it is like to experience  
10 life in California even before the Congress' Chinese  
11 Exclusion Act of 1882 was repealed in 1943. Can you tell  
12 me what it was like - what it is like - as an Asian-  
13 American to experience life in California before the  
14 Exclusion Act was repealed in 1943.

15           MR. GEE: Yes. As an Asian, as a Chinese, you  
16 were subject to discrimination, unfortunately. For  
17 instance, you might not be able to buy a house in a  
18 neighborhood that we desired; or your ability to find a  
19 job is very very much limited. In the case of my father,  
20 he graduated as a Civil Engineer from the University of  
21 California at Berkeley, but after graduation, he was not  
22 able to find a job in the U.S. because he was Asian, he  
23 was Chinese. And this was in 1938, and as a result, he  
24 had to move to China to find work, and he worked in China  
25 to help them develop the railroad, and you might have

1 heard of Dr. Sun Yat-sen in China, he was considered the  
2 founding father of Modern China, and he was the first  
3 President. And he felt he wanted to unite China, and he  
4 felt also that one way to do that, an important way, was  
5 to build a railroad, to connect different parts of China  
6 so that people are not isolated. And so, consequently, my  
7 father went back to find work there and helped them build  
8 the railroad. But, anyway, that was a trying time and I  
9 certainly remember those times, too.

10           PANEL MEMBER SPANO: Can you tell me, based on  
11 your experiences living through this, how will this  
12 experience impact your decision-making as you draw the  
13 lines?

14           MR. GEE: You want to be fair. And ethnicity  
15 should not be something that - one should not be partial.  
16 Yes, we may recognize race differences, ethnic  
17 differences, and in drawing the lines, we want to, if you  
18 will, preserve the integrity of whatever ethnic groups  
19 exist as best we can. Normally in, I would say, the  
20 Chinese culture, they like to live together in a community  
21 of some sort, and I think that this would be also true for  
22 other groups, they like to all live together and maintain  
23 their culture as best they can. So, as a Commissioner, we  
24 need to recognize that and to try to preserve that in  
25 drawing the lines.

1           PANEL MEMBER SPANO: Thank you. You mentioned  
2 that you played Bridge at the Castro Valley Senior Center,  
3 you participate in groups walking with friends bi-monthly,  
4 you play tennis, you are very active, you even ballroom  
5 dance. And you go traveling. So it appears you're really  
6 enjoying a well-deserved retirement. What is your average  
7 day like?

8           MR. GEE: Average day, I'm pretty much on the go  
9 doing something. I think I'm trying to balance healthful  
10 diet, exercise, maintaining an alert mind as best as I  
11 can, and playing Bridge helps me do that. And also  
12 connection to the community and serving the community as  
13 best I can. And one of the things that I'll simply  
14 mention as an example is that I have a passion to explain,  
15 if you will, or present Asian heritage here in California,  
16 and where we came from over the 150 years in the State  
17 since the Gold Rush, and so that prompted my papers that  
18 are on the Web today. And it also prompted me to show at  
19 the Castro Valley Senior Center a video, which covered the  
20 Japanese invasion of China. This was a documentary film  
21 prepared by the U.S. War Department about 65 years ago,  
22 and when I first saw it, I was so interested, and I  
23 learned so much about it, that I was determined to show it  
24 to others within the community. So, after I showed it, so  
25 many people came up to me and said, "Gee," they didn't

1 even know that the events took place. Some of these  
2 individuals who are in their 80's, but they still didn't  
3 know all the warfare and fighting that was going on in  
4 China, even before the U.S. got involved in World War II.  
5 And so, they all came up to me, at least many of them, and  
6 said they really appreciated seeing that because these  
7 were historical events and happenings in their time that  
8 they were not aware of, completely unaware of. And some  
9 of them even suggested, "Gee, we ought to show something  
10 like this to kids in school so that they get a better  
11 appreciation for history in Asia." And so, I just pulled  
12 this out as an example, it is something that I really feel  
13 I like to do.

14 PANEL MEMBER SPANO: Do you feel like knowing  
15 one's history as a minority is truly important as they  
16 develop and form political preferences?

17 MR. GEE: Could you repeat that?

18 PANEL MEMBER SPANO: Do you feel that knowing your  
19 heritage and the history of where you come from as a  
20 minority helps a community form their political  
21 preferences?

22 MR. GEE: To a certain extent, yes. Again,  
23 affinity within a community is very strong, especially in  
24 an Asian culture, where there's a high value placed on  
25 family and association, friends. And so, I think that it

1 does draw people together and influence how they vote in  
2 the elections, definitely.

3 PANEL MEMBER SPANO: Do you miss performing  
4 intensive analysis as part of your daily work and  
5 activities? You like to play bridge to keep your mind  
6 active, so I was curious since you've been doing  
7 mathematical modeling for such a long time.

8 MR. GEE: Yes, yes. I don't miss it because I  
9 found other things to replace it. But it's not something  
10 that I would shy away from, let's say, if I'm called to.

11 PANEL MEMBER SPANO: What motivates you to leave  
12 all these great activities to join the work of the  
13 Commission?

14 MR. GEE: Well, I want to serve California in the  
15 same way that I have served the country over my entire  
16 career. My entire professional career has been serving  
17 the country one way or the other as a civilian, as a  
18 military, and California has been the home to my family  
19 for 151 years, and I just feel that the connection is  
20 there, that if I can be of use, I want to make myself  
21 available. It is your choice, that's all.

22 PANEL MEMBER SPANO: Thank you.

23 MS. RAMIREZ-RIDGEWAY: Panelists, are there other  
24 follow-up questions?

25 CHAIR AHMADI: I don't.

1 VICE CHAIR CAMACHO: No.

2 MS. RAMIREZ-RIDGEWAY: I just have a couple for  
3 you. One is clarifying, when you were talking with Mr.  
4 Ahmadi about a higher authority, did you just mean  
5 governed by what the law either permits or requires?

6 MR. GEE: Yes. In the context of the Commission,  
7 yes. What this law requires us to do.

8 MS. RAMIREZ-RIDGEWAY: I thought that's what you  
9 meant, I just wanted to make sure I had it clear in my own  
10 mind. Now, there was another thing that I need clear in  
11 my own mind, and you are probably much smarter than I am,  
12 but I need to know kind of in lay terms, what does the  
13 INSC do? And how did your there relate to Commission  
14 work? I'm not very technical, so you start saying jargon  
15 and I'm just gone.

16 MR. GEE: Okay. The INSC stands for Interoperable  
17 Networks for Secure Communications, then you can - that is  
18 what it means. But it is the organization or consortium  
19 that I talked about. And my role was to chair the  
20 steering committee, and the steering committee is composed  
21 of representatives from all the partner nations, and also  
22 included in NATO. And it was the decision-making body for  
23 the entire consortium. And within that body, we would  
24 decide on policy and procedures, planning, strategy, work  
25 breakdown, schedules, reporting, and budgeting, and so on

1 - everything to do with the Consortium was the  
2 responsibility of the steering committee. I was there as  
3 the Chair and I was elected because they felt that I was  
4 impartial and fair in dealing with countries. The last  
5 thing they wanted to do was to elect a Chairman who was  
6 partial to one or two nations. But I had worked in this  
7 arena for 10 years prior to this, and they knew me, they  
8 knew my ability to be fair, and so they elected me to be  
9 the Chair. Was there another part of the question I  
10 should address?

11 MS. RAMIREZ-RIDGEWAY: I think you may have  
12 answered it. I wondered how those duties would relate to  
13 the Commission. It sounds like, though, you sort of did  
14 everything in terms of the planning and structure and  
15 decision-making, so now I understand a little bit better  
16 how that work relates to Commission work.

17 MR. GEE: Yes.

18 MS. RAMIREZ-RIDGEWAY: Do you have any ideas for  
19 the Commission's first 30 days in terms of getting off the  
20 ground?

21 MR. GEE: Yes, it's a very important 30 days and  
22 that is to get arms around and to be aware and to focus on  
23 what needs to be done, okay, why are we formed, we, the  
24 Commission? Okay? And then, what do we have to work  
25 with, that's the second question, okay? And again, that

1 includes making sure we know what the guidance is from on  
2 high. And what staff is available? What funding is  
3 available? And what deadlines there are. Certainly we  
4 know that it's eight and a half months, but between  
5 January and about September 15<sup>th</sup>, there's a lot of smaller  
6 tasks that have to be developed. We have to develop a  
7 plan on how we get from Time Zero to Time Eight and a Half  
8 Months. And that plan will have to include defining the  
9 various tasks and subtasks and schedules, when they have  
10 to be made, what all the milestones are, and also to  
11 assure that everybody understands that, if any part of the  
12 task runs into any problem, that the entire Commission  
13 needs to be informed of that because the output, the  
14 results, of any task, any subtask, will have an impact on  
15 other tasks. And so, if one subtask or task is not able  
16 to accomplish the work, then immediately the Commission  
17 must decide what can be done to perhaps get around that  
18 roadblock so that the entire Commission's work has not  
19 impacted by that. So, that has to be done in the first 30  
20 days, for the appreciation, understanding of what has to  
21 be done, what we have to work with, and how we are going  
22 to do it. And that includes the more detailed planning  
23 that is required.

24 MS. RAMIREZ-RIDGEWAY: In reviewing your  
25 application materials, I noted on your Form 700 a

1 reference to "Gee Whiz" and "Gee Cubed." I am just  
2 wondering what those businesses are.

3 MR. GEE: Okay, those are basically, by the way, I  
4 only have a small part in all of them, I'm not the primary  
5 driver or anything. Those are family limited partnerships  
6 we have established to basically invest in income  
7 properties in the state and outside of the state.

8 MS. RAMIREZ-RIDGEWAY: Okay, so they are not  
9 businesses that necessarily have clients that might be  
10 influential to your work?

11 MR. GEE: No.

12 MS. RAMIREZ-RIDGEWAY: I don't have any further  
13 questions. Panelists, do you have questions?

14 PANEL MEMBER SPANO: No.

15 CHAIR AHMADI: No.

16 MS. RAMIREZ-RIDGEWAY: Okay, you have three  
17 minutes and 40 seconds if you would like to make a closing  
18 statement, Mr. Gee.

19 MR. GEE: Thank you. I would like to mention that  
20 I have the demonstrated ability to work effectively in a  
21 diverse group. And I feel that certainly my background  
22 and experience is very appropriate for work on the  
23 Commission. I want to emphasize that, in appearing before  
24 you, I am not backed by any special interest, and I have  
25 never belonged to any political party, and that has been

1 throughout my entire career being a civil servant, and  
2 we've got to stay away from all that, other than to vote,  
3 of course. And I have mentioned I have served my country  
4 for my entire career, and I am privileged to appear before  
5 you to present myself, to serve my State as part of the  
6 Commission, if you so select. And I certainly want to say  
7 that this whole application process has been a big  
8 experience for me, and I certainly want to give this  
9 Bureau and you folks a big hand in the way that you have  
10 planned it and conducted it. It has really surprised me  
11 how you have done all this and stayed on schedule. Thank  
12 you.

13 CHAIR AHMADI: Thank you, sir.

14 VICE CHAIR CAMACHO: Thank you.

15 PANEL MEMBER SPANO: Thank you.

16 MS. RAMIREZ-RIDGEWAY: Thank you so much, Mr. Gee,  
17 for coming to see us. Let's go into recess until 12:59.

18 (Off the record at 12:28 p.m.)

19 (Back on the record at 12:59 p.m.)

20 MS. RAMIREZ-RIDGEWAY: Let's go back on the  
21 record. It's 12:59, and we're all here and ready to begin  
22 with our next Applicant, Mr. Angelo Ancheta.

23 Mr. Ancheta, are you ready to begin?

24 MR. ANCHETA: Yes.

25 MS. RAMIREZ-RIDGEWAY: Please start the clock.

1 What specific skills do you believe a good Commissioner  
2 should possess? Of those skills, which do you possess?  
3 Which do you not possess and how will you compensate for  
4 it? Is there anything in your life that would prohibit or  
5 impair your ability to perform all of the duties of a  
6 Commissioner?

7 MR. ANCHETA: Good afternoon and thank you for  
8 allowing me to speak to you today. I think the Act itself  
9 and the Regulations cover some very important skills,  
10 including impartiality, analytical skills, and the  
11 appreciation for diversity within the State. So, I think  
12 within those sets of requirements under the Act, there is  
13 a number of different skills that are very important in  
14 terms of being able to look at the law, apply the law as  
15 written, being able to work with experts and others who  
16 are going to deal with technical data, certainly trying to  
17 put aside bias to the extent possible, and understanding  
18 diversity in its many dimensions throughout the State.

19 I think, in addition to those skills that are sort  
20 of outlined in the Act itself, I think there are a number  
21 of skills that have to be adapted for the tasks at hand  
22 for the Commission. There are a lot of things that will  
23 have to happen in a very short amount of time. I think  
24 Project Management skills, in particular, are very  
25 important, the ability to set goals, to develop priorities

1 within those goals, looking at budgets, working within  
2 resource constraints in terms of dollars, personnel, being  
3 able to divide up and delegate tasks. Obviously, there is  
4 work the Commission itself will have to do, hiring and  
5 supervising and working with the staff is vitally  
6 important. Looking at various alternatives and trying to  
7 meet the goals that have been set by the Commission,  
8 having to address potential conflicts that may exist in  
9 terms of developing policies, or developing - elements of  
10 map drawing, that kind of thing. And then, ultimately,  
11 coming up with some decision-making, trying to decide both  
12 in terms of policy and various goals that may be required  
13 to ultimately come up with some final decisions regarding  
14 the maps, themselves.

15 I think another set of skills have to focus on  
16 sort of teamwork and working as a group, and working  
17 professionally as a group, maintaining professional  
18 demeanor, staying focused, and having patience, I think,  
19 both in terms of interaction with fellow Commissioners and  
20 also working with staff and with the public, having strong  
21 interpersonal communication skills, active listening  
22 skills, communication within the commission, itself,  
23 having a good sense of humor and trying to maintain that  
24 sense of humor when, in particular, there may be some -  
25 lots of work and lots of time, and then maybe when

1 patience is running thin, to maintain that kind of sense  
2 of humor.

3 I think there are, in addition to sort of  
4 interpersonal skill communication skills, public  
5 communication skills that will be important, also  
6 listening and being attentive to members of the public,  
7 being open to perspectives, having particular skills in  
8 terms of public speaking, writing and editing skills which  
9 will go into the production of reports and the maps  
10 themselves, being able to work with media, as necessary,  
11 whether it's doing interviews, or relying on media for  
12 outreach efforts.

13 And then, I think a final set of skills, for lack  
14 of a better term, you might call them advocacy or  
15 political skills because the Commission, even though there  
16 is an attempt to make it less political in terms of  
17 shifting it from the Legislature to a Commission, there  
18 are still government interactions that will have to occur.  
19 The Commission will work within the Secretary of State's  
20 Office, it will have to work with the Governor's Office in  
21 terms of the Budget, if there is a need for increasing the  
22 Budget. If the law remains as written, there will have to  
23 be interaction with the Legislature and legislative  
24 committees, so there may be needs to work on advocacy, for  
25 example, advocating for an increased budget, if necessary,

1 working with the members of the Legislature to negotiate  
2 map drawing regarding the Congressional lines vs. the  
3 legislative and Equalization lines, so I think those are  
4 important skills that go with working with other sectors  
5 of government that will have to come into play.

6 I think in some measure, I have all of these  
7 skills, although I think in some areas I have more  
8 experience and training than in others. I'm trained as a  
9 lawyer, I've done a lot of work in the area of Voting  
10 Rights, and in particular, I have worked with experts  
11 before in terms of statistical analysis, I've had some  
12 statistical training, so I think those sets of skills -  
13 I've worked with diverse populations in various parts of  
14 the State. I think I could be impartial in terms of  
15 setting aside either personal biases and assuming roles  
16 within particular contexts.

17 I don't have much experience in Government, so  
18 I've worked primarily in the non-profit sector most of my  
19 life, and other than a summer job working with the  
20 Attorney General's Office and some experience with the  
21 University of California, I haven't been in a formal  
22 governmental setting, at least as an employee. And while  
23 I have testified in various settings before committees,  
24 whether state or local government, I haven't participated  
25 myself on a Commission before or in a government fact-

1 finding body, so I need to develop those skills in terms  
2 of the experience with the Commission itself.

3 And there's nothing that would prohibit me from  
4 serving as a Commissioner.

5 MS. RAMIREZ-RIDGEWAY: Describe a circumstance  
6 from your personal experience where you had to work with  
7 others to resolve a conflict or difference of opinion.  
8 Please describe the issue, and explain your role in  
9 addressing and resolving the conflict. If you are  
10 selected to serve on the Citizens Redistricting  
11 Commission, tell us how you would resolve conflicts that  
12 may arise among the Commissioners.

13 MR. ANCHETA: Well, in a professional capacity,  
14 I've had to deal with a lot of conflict resolution as an  
15 attorney, whether maybe litigation involved, trying to  
16 develop settlement agreements, negotiations, those are  
17 always areas of conflict resolution. As a Manager, as an  
18 employer, I've had to deal with conflicts that may arise  
19 in the workplace between employees, those kinds of things,  
20 so I have a lot of experience more generally with forms of  
21 conflict resolution, although I'm not always necessarily  
22 playing a mediating role, an arbitrating role.

23 I think a good example, which has some parallels  
24 to what the Commission may do was a circumstance where I  
25 was on a Board of Directors for a nonprofit organization,

1 and I was a new member when this conflict arose, but it  
2 was a significant issue regarding personnel, I won't get  
3 into too much detail, it was a personnel issue, but it did  
4 involve a process where members of the Board had some  
5 disagreements about a particular employee, and whether to  
6 actually terminate the employee, which is a significant  
7 decision in any nonprofit, or even in a profit-making  
8 setting. So what was involved in that, at that point, was  
9 to try to determine, well, is it appropriate to move  
10 forward in a certain direction to terminate the employee,  
11 to not terminate the employee, if we terminate, what are  
12 the conditions of the termination, that kind of thing.  
13 And I think the role I played was an important one, and it  
14 was more of a moderating role.

15           Because I was a new member of the Board, I could  
16 look into some of the facts, I could work on trying to  
17 figure out what the interests are among - were - among the  
18 different members of that Board, where the conflicts were,  
19 where they could sort of meet in terms of resolution of  
20 some conflicts, and ultimately I think some of the roles I  
21 played in terms of moving things forward helped us reach a  
22 good decision. Ultimately, that employee was terminated,  
23 that was the final decision, and we did actually reach a  
24 consensus on it, but I think it was not an easy process to  
25 move forward.

1           And ultimately, I think, all of us felt that the  
2 overall mission of the organization, that the best  
3 interest of the organization was at heart in moving in  
4 that direction, and I think we came up with a good package  
5 that worked well for that employee.

6           More generally, I think that sort of process of  
7 looking at underlying interests, looking at the overall  
8 mission, whatever task you're trying to work through,  
9 those were important, maintaining clear lines of  
10 communication, looking at underlying interests. Lots of  
11 conflicts are very contextual, you know, it may be  
12 something where there are very strong positions that are  
13 being taken, you may want to look at the underlying  
14 interest behind those positions so people don't get stuck  
15 on them, you know, every now and then, there can be  
16 personal conflicts that exist, you try to depersonalize as  
17 much as possible those kind of conflicts, but they do  
18 occur. And sometimes you may not be able to resolve a  
19 conflict, it may be simply an agreement to disagree, and  
20 you have to call the question and move forward. So,  
21 again, it's very contextual, but I think it's maintaining  
22 communication, maintaining an overall sense of purpose and  
23 not engaging in sort of a personal or ad hominem attacks.

24           MS. RAMIREZ-RIDGEWAY: How will the Commission's  
25 work impact the State? Which of these impacts will

1 improve the State the most? Is there any potential for  
2 the Commission's work to harm the State? And, if so, in  
3 what ways?

4 MR. ANCHETA: Well, I think there are sort of two  
5 ways to look at it, one is sort of a process impact and  
6 one is an actual outcome impact. And by outcome, I mean  
7 basically the plans themselves, and the maps that are  
8 drawn to establish these lines. I think in terms of the  
9 process, it's clear that the movement from the Legislature  
10 to an independent Commission is designed to make it a less  
11 political process, to have more transparency, so it isn't  
12 perceived as just sort of a lot of backroom deals where  
13 incumbents are acting to protect their own districts, and  
14 to draw safe districts, and representation is being  
15 compromised by that sort of a politicization of a process.  
16 So, I think actually - or having the Commission, itself,  
17 is a an important step in that direction.

18 There are, of course, some dangers when you engage  
19 in a process that has inherent political impacts, drawing  
20 the lines is an important part of representation. It  
21 determines who will end up in Sacramento, or who will end  
22 up perhaps in Congress, depending on the state of the law  
23 after November. So, to the extent that the process is  
24 maintained as an open one, it is transparent, people are  
25 able to participate in it, that people perceive that it

1 is, in fact, a fair process, I think it will have an  
2 enormous impact in terms of a positive - or a good process  
3 that people can say, "That was fair. That's open. That's  
4 a part of good government. That's not what we've seen in  
5 the past."

6           On the other hand, of course, if the process is  
7 not open, if there is gridlock, if there are overruns on  
8 the budget, it looks just like what happens in Sacramento  
9 when people get stuck on the budget; all those kinds of  
10 negative impacts can, of course, have a tremendously  
11 detrimental effect on people's perceptions of the process.  
12 And, of course, if that is the process that goes into  
13 effect, we're going to have a problem with the maps  
14 because it may, in fact, lead to delays and it may lead to  
15 problems in terms of developing consensus on plans. So,  
16 there might be a lot of problems with process that can  
17 have an ultimate impact on the plans, themselves. I'm not  
18 one to say that any particular set of maps - and I think  
19 anybody coming into this should not have a preconceived  
20 notion of what the maps ought to look like, whether you  
21 are trying to draw more competitive maps, or maps that are  
22 necessarily presenting one interest or another, but I  
23 think it is important that all of the maps have a  
24 reflection of purpose, and that is to say, "This is what  
25 the Commission was tasked to do, they went through a

1 process, the process was effective, and this is the  
2 ultimate outcome. It doesn't have to be a particular set  
3 of maps that we look at, as long as the process is fair  
4 and open, that I think people will say that was a good  
5 process and these are effective lines.

6 Again, the harm to the state in terms of bad maps,  
7 litigation, lots of problems in terms of lawsuits that  
8 could go on for years, depending on how you draw the maps.

9 MS. RAMIREZ-RIDGEWAY: Describe a situation where  
10 you have had to work as part of a group to achieve a  
11 common goal. Tell us about the goal; describe your role  
12 within the group. And tell us how the group worked or did  
13 not work collaboratively to achieve this goal. If you are  
14 selected to serve on the Citizens Redistricting  
15 Commission, tell us what you would do to foster  
16 collaboration among the Commissioners, and ensure the  
17 Commission meets its legal deadlines.

18 MR. ANCHETA: Okay. Well, a lot of my work does  
19 involve working in teams or parts of groups. I've done a  
20 lot of work with other lawyers, with other Academics, in  
21 particular, Social Scientists, to develop particular  
22 products that reflect sort of an interdisciplinary  
23 product, whether it is Appellate Briefs trying to argue  
24 for particular goals in litigation, as well as reports  
25 that go to experts. One thing I would highlight, and it

1 is mentioned briefly in my written application, is a  
2 project where I worked with a team of researchers both  
3 legal and social science, that were tasked with developing  
4 a diversity study for the State of Kentucky, and the  
5 higher education system within Kentucky had been, and  
6 actually still is under Federal governmental constraints  
7 because of past discrimination in the state, so there are  
8 important policies that they're trying to develop in terms  
9 of promoting diversity within the higher education system.  
10 And part of our work was developing a final - or  
11 developing a report that ultimately contained both legal  
12 and social science, and policy recommendations for them to  
13 follow in terms of promoting diversity within higher  
14 education, within the system. I think there are some  
15 parallels with the Commission because it involved a lot of  
16 fact-finding going out, talking to individuals at the  
17 various universities and colleges, talking to various  
18 counsel who were at the universities, dealing to some  
19 extent with the public, but less so, I think, compared to  
20 the Commission, and ultimately working together, crafting  
21 a report that reflected our consensus regarding how things  
22 were developing in the state, and then ultimately  
23 presenting that as a public document to the Commission -  
24 well, to the Council on Post-Secondary Education for the  
25 State of Kentucky, which ultimately now is going through a

1 process to develop a final plan.

2 I think that sort of process is very similar to  
3 how we should develop as a Commission. We want to work as  
4 a team, we want to develop consensus as much as possible.  
5 I don't think we'll have trouble in terms of trying to  
6 stay on - or trying to develop final goals and objectives  
7 and trying to work towards those goals. There may be  
8 ultimately some conflicts in terms of where we're looking  
9 at lines, what is the relative importance of different  
10 criteria, so there will be differences, but I think  
11 certainly the collaboration would have been much greater  
12 than the conflict.

13 MS. RAMIREZ-RIDGEWAY: A considerable amount of  
14 the Commission's work will involve meeting with people  
15 from all over California who come from very different  
16 backgrounds and very different perspectives. If you were  
17 selected to serve on the Commission, tell us about the  
18 specific skills you possess that will make you effective  
19 in interacting with the public.

20 MR. ANCHETA: Well, I think this is a very  
21 exciting part of the job, actually, in terms of working  
22 with the public. I enjoy working with people. I think  
23 part of the process will, of course, involve public  
24 interaction, public hearings, getting a sense of what the  
25 various communities are interested in advocating for in

1 terms of district lines, so I think that is a very  
2 exciting part of a Commission's work. I've done a lot of  
3 work in terms of interaction with the public, I've  
4 certainly worked as an attorney with individuals and  
5 groups that are of diverse backgrounds. I understand what  
6 it means to work with immigrant communities and limited  
7 English-speaking communities. I've lived in both Southern  
8 California and Northern California, so I have a sense of,  
9 at least within the Los Angeles Area and Northern  
10 California Bay Area, what some of those interests may be.  
11 I don't know a lot about other parts of the State,  
12 although I've visited many parts of the State. I do have  
13 a lot of experience in terms of, again, interaction with  
14 individuals. I do have a lot of media experience. I've  
15 worked on community education and outreach campaigns. I  
16 have interacted with news media in terms of doing  
17 interviews, live debates, those kinds of things, so I  
18 think I have a good skill set that works well in terms of  
19 interaction with the public.

20 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

21 CHAIR AHMADI: Yes, thank you. Good afternoon,  
22 Mr. Ancheta - Ancheta.

23 MR. ANCHETA: Yes.

24 CHAIR AHMADI: In response to question 1, if I  
25 heard you correctly, you mentioned something about the

1 potential for negotiating the maps with the Legislature.  
2 As, you know, part of the interactions with the government  
3 and the State Legislature, because you cited some sections  
4 of the law that allows that, and I'm not questioning that,  
5 but could you please elaborate on what you mean by  
6 negotiating the maps with the Legislature?

7 MR. ANCHETA: Well, less so the maps themselves,  
8 as opposed to the map drawing process, because ultimately  
9 - again, if the law doesn't change, you know, Prop. 10  
10 could change the law - if it doesn't change, obviously  
11 there will be efforts be the various committees in the  
12 Assembly and Senate, working with the Statewide Database  
13 in terms of data gathering and fact gathering, so you'll  
14 need to coordinate, I think, with those committees in  
15 terms of - I think - in terms of hearings and getting  
16 information about what those interests should be. And I  
17 think negotiation in the sense that you need to figure  
18 out, well, how do we work with that legislative body to  
19 actually figure things out and move forward? Because it  
20 has to be some coordination. You don't want to duplicate  
21 efforts, so they are doing one hearing on one day and  
22 another hearing on another day. The public, I think, is  
23 disturbed if there isn't coordination between the two  
24 efforts. I don't necessarily think you are saying, "Well,  
25 let's cut a deal with the Assembly Committee, let's cut a

1 deal with the Senate Committee to try to figure out what  
2 the lines should be." I think that's very different.

3 CHAIR AHMADI: Yeah, and to be honest, I'm a  
4 little confused, so let me just follow-up on that. And my  
5 goal is to make sure that I understand your position.

6 So, what do you see as the Legislature's role in  
7 the redistricting process by the Commission?

8 MR. ANCHETA: Well, they have to draw the  
9 Congressional lines. I mean, they have to draw - that is  
10 their mandate, right? So we're not tasked with drawing -  
11 or, the Commission will not be tasked with drawing  
12 Congressional lines. So you are relying on basically the  
13 same datasets, ideally, the same process. I don't know if  
14 it's exactly going to be the same process as the  
15 Legislature will follow, but presumably there would be  
16 public hearings, there are going to be some attempt to do  
17 outreach. I think the Commission needs to work with those  
18 bodies to figure out, well, what works in terms of common  
19 efforts. I think it would be a shame, again, to have two  
20 hearings, one for Congressional, one for the Legislative  
21 and Equalization lines, when you are dealing with sectors  
22 of the public that may not be able to attend more than one  
23 hearing. So, I think you need to work through some of  
24 those efforts together. But I think, ultimately, you  
25 don't want undo -- any kind -- of influence going one

1 direction or the other in terms of the actual lines being  
2 drawn.

3 CHAIR AHMADI: So, assuming, let's not - let's  
4 leave the Congressional districts out of - assuming that,  
5 let's say Prop. 20 is not passed yet, let's say that  
6 within the current law, the Commission is tasked to redraw  
7 the lines for the Assembly and for the Senate, and the  
8 four districts for the Board of Equalization. For this  
9 focused task, how do you see interaction with the  
10 Legislature might be necessary for the Commission?

11 MR. ANCHETA: Well, again, it's more along the  
12 lines of what are the common areas where data and  
13 information gathering are essential for map drawing.

14 CHAIR AHMADI: What kind of data would you get  
15 from the Legislature?

16 MR. ANCHETA: Oh, no, not from the Legislature,  
17 but, again, everybody has to work with the Census dataset,  
18 you have to work with the PL94 data, the TIGER data, the  
19 Statewide Database that Berkeley has, or will have all of  
20 this information, so you will have to coordinate that.  
21 Again, I think in terms of fact gathering with the public,  
22 it makes sense to try to work with the Legislature to try  
23 to figure out, well, can we work together to try to get  
24 hearings coordinated, in that kind of sense. Again, I  
25 don't think, as a matter of map drawing, you want to have

1 any - you want to have certain walls that exist with the  
2 Legislature because, again, there are specific areas  
3 within the law that say do not favor incumbents, do not  
4 favor candidates, do not favor the parties, and you don't  
5 want to transgress those lines; but I don't think you want  
6 to draw an absolute wall that says we can't work with  
7 those committees because they're doing their stuff and  
8 we're doing our stuff. I think that's not an efficient  
9 way to do it, I think it's not fair to the public and to  
10 try to make sure that they're engaged in the process, it  
11 simply duplicates efforts.

12 CHAIR AHMADI: Okay, thank you. I may come back  
13 to this question --

14 MR. ANCHETA: Sure, absolutely.

15 CHAIR AHMADI: -- just to clarify, but I think I  
16 got your response. You also mentioned that you would be  
17 part of the skills - in response to question 1, when you  
18 were describing the skills, or necessary skills, you  
19 mentioned about the experts, or ability to hire experts.  
20 Could you please share with us your thought on what type  
21 of expertise might the Commission need?

22 MR. ANCHETA: Sure. Well, in addition to, say, a  
23 Staff Director, who I think can coordinate various  
24 functions and work with support staff, I think you'll need  
25 legal counsel, someone who has a good sense of working -

1 of governmental law, administrative law, ideally someone  
2 who has experience with redistricting, but it may not be  
3 essential to get within one person every single area of  
4 expertise, certainly expertise with the Voting Rights Act  
5 will be important from the legal angle. Within the sort  
6 of data analysis GIS Mapping area, I think it will be  
7 important to have a couple different people, certainly  
8 folks who are familiar with the mapping software, whether  
9 you draw them from statistic or from political science,  
10 folks can actually help you draw maps and have familiarity  
11 with redistricting software. It may be essential, I  
12 think, to maybe bring in some folks who have either done  
13 political history, or social scientists who can tell you  
14 what's been going on in a particular district. And  
15 particularly the Voting Rights Act, because you are trying  
16 to, in essence, prevent litigation against the State under  
17 Section 2 of the Act, you need to look at some of the  
18 political data, some of the voting patterns of minorities  
19 and non-minorities within those districts, so that kind of  
20 data analysis, in addition to sort of the Census and  
21 demographic data have to be looked at. Now, whether that  
22 should be full time staff, whether it should be  
23 consultancies, I'm not sure. So, for example, media work,  
24 you may want to have a coordinator here, but you may want  
25 to contract some of that out to a consultancy firm to

1 simply do a lot of the work for you, but set some general  
2 direction. So, I think it's a combination of both  
3 Commissioner expertise, staff expertise, and then  
4 independent or contractor consultancy work.

5 CHAIR AHMADI: What do you see as your role on the  
6 Commission?

7 MR. ANCHETA: Well, I think it's a - personally?  
8 Or, generally?

9 CHAIR AHMADI: As a Commissioner, should you be  
10 selected, what role would you take?

11 MR. ANCHETA: Well, I think there's general things  
12 you want to take. I think I bring certain experiences and  
13 certain expertise. Again, I am a lawyer by training, I've  
14 done a lot of work on the Voting Rights Act. So, I think  
15 bringing that perspective is important. Now, I don't  
16 think my role is to play lawyer to the Commission, that's  
17 the job of the lawyers to the Commission, so I think you  
18 have to separate that sort of role, but like anyone who  
19 brings a certain set of experiences and expertise, you  
20 want to be able to problem solve with your staff, with the  
21 other Commissioners, so there is an important role in  
22 terms of that sort of technical aspect. I think there  
23 are, again, a whole bunch of responsibilities that I think  
24 all Commissioners will have to share in terms of the fact  
25 gathering, working with staff, working with consultants,

1 making sure that there is compliance with the law, all the  
2 technical aspects, as well as the public interaction, I  
3 think that will be necessary.

4 CHAIR AHMADI: Okay, thank you. Let me just ask  
5 you a hypothetical question, in a way, a follow-up to my  
6 initial question that I started with. Let's say that you  
7 are one of the Commissioners and you have certain opinions  
8 about certain aspects of the Commission's work that, in  
9 your opinion, needs to be shared or consulted with the  
10 legal counsel. And then the legal counsel, one of your  
11 experts -- at the same time, let me just backtrack a  
12 second -- at the same time, there is a potential for  
13 interacting with the Legislature or the State Legislature  
14 on that topic, whatever that topic may be, I'm just  
15 throwing in hypothetical -

16 MR. ANCHETA: Sure.

17 CHAIR AHMADI: -- situation or scenario. Your  
18 legal counsel comes to you and says, "You know, Mr.  
19 Ancheta, your choices to interact with the Legislature is  
20 somewhat limited.

21 MR. ANCHETA: Okay.

22 CHAIR AHMADI: What position would you take? And  
23 how would you go about resolving not necessarily a  
24 conflict, but what you want, vs. what the legal counsel  
25 advises you to do?

1           MR. ANCHETA: Right, well, I certainly would want  
2 to talk to the counsel about, well, what's the reasoning  
3 behind that and what's the decision, and I think that  
4 should be in open, in terms of, if it's an important issue  
5 regarding what the Commission as a whole should be doing,  
6 I think it should be conducted in open meetings,  
7 certainly. Some things may be more delicate in terms of  
8 legal advice, but I think if it is sort of a policy  
9 decision, that needs to be done openly. I have no problem  
10 deferring to counsel on that kind of thing. Again, I  
11 think all of the Commissioners would want to make sure  
12 that the reasoning is sound. Not all legal opinions are  
13 necessarily 100 percent right, there can be some room for  
14 ambiguity, there may be some difference of opinion, but I  
15 think we ultimately have to trust when we hire good people  
16 and we say, "This is going to be our attorney, we're going  
17 to have to rely on them." While there may be some  
18 disagreements on certain things, we have to say, "Well, on  
19 advice of counsel, this is how we are moving forward." So  
20 I would have no problems of yielding to counsel, but  
21 certainly I would want to know why is that, I think that  
22 may be wrong, or part of that may be a little bit  
23 different, but I'll defer to your judgment." And I think  
24 the Commissioners themselves should also make the final  
25 call in terms of how you would move forward.

1 CHAIR AHMADI: Any ideas how to make sure that the  
2 counsel is impartial and gives you good advice - I am  
3 using your words?

4 MR. ANCHETA: Yeah, that's tricky because, you  
5 know, redistricting only happens every 10 years, and when  
6 we say we need a redistricting expert, there aren't that  
7 many out there who really focus on that type of thing. I  
8 think what you want to do is look at folks who have the  
9 relevant experience, and in the same ways that I think,  
10 you know, that your panel has been screening applicants,  
11 look for the same sort of criteria, and I think that is  
12 probably going to be one of the early decisions that the  
13 Commission will have to make in terms of recruiting and  
14 doing outreach, and selecting staff, and saying, well, we  
15 need to make sure that the staff, the constraints that  
16 have been imposed on us in terms of impartiality, other  
17 sets of skills that are important for the Commission's  
18 work, are also in our staff, as well. We need to do it a  
19 lot faster, obviously, and I think there is a lot of time  
20 pressure to get staff on board, but I think it is  
21 important to maintain the same sort of standards that  
22 we've seen for the Commissioner, themselves.

23 CHAIR AHMADI: So how do you think the Commission  
24 should ensure that the counsel that they hire, legal  
25 counsel, is impartial?

1 MR. ANCHETA: Well, again, there are certain  
2 prohibitions that we have seen in the act in terms of, you  
3 know, previous experience working with parties, working  
4 with the Legislature, you know, it's hard. For example,  
5 if you ask someone who has Voting Rights Act experience,  
6 they may have worked for the Justice Department, or  
7 perhaps they have done advocacy work in favor of  
8 plaintiffs vs. defendants, so I think you want to be able  
9 to screen out folks that may perhaps exhibit bias in their  
10 work, but, again, there are certain constraints because of  
11 the nature of the tasks. So, if you want to have somebody  
12 who worked on redistricting previously, whether it's in a  
13 legal capacity or in a social science capacity, I think  
14 there are folks out there. But it's a relatively small  
15 population, I think.

16 CHAIR AHMADI: Okay, thank you. From your  
17 expertise and experience, I'm impressed with your  
18 involvement and field of experience, expertise. What do  
19 you think might be the most challenging aspect of the  
20 Commission's work?

21 MR. ANCHETA: Well, other than getting it done on  
22 time is going to be -

23 CHAIR AHMADI: Other than the deadline, meeting  
24 the deadline.

25 MR. ANCHETA: Yeah, you know, there are some parts

1 of the law which may either conflict, or there may be some  
2 ambiguities about what direction the Commission should go  
3 in. And let me elaborate on --

4 CHAIR AHMADI: Please.

5 MR. ANCHETA: -- on a couple of those. One, for  
6 example, is defining communities of interest, that is not  
7 really defined - it is defined negatively in the law, you  
8 can't have certain incumbents, or candidates, or parties  
9 in terms of defining community. But, beyond that, there  
10 is no sort of formal definition of what can constitute a  
11 community, so that may be a problem. Prop. 20 may add  
12 some clarity to that. So, I think there will have to be  
13 some definition of Prop. 20 as in the Act sort of lays  
14 that out. It's not clear when you have a conflict between  
15 a city line and a county line in a community of interest,  
16 which trumps the other and in what setting. You can  
17 maintain a community that crosses county boundaries, let's  
18 say, so I think there are some tensions that may exist  
19 that have to be sort of figured out up front, "How do we  
20 deal with this potential problem?"

21 CHAIR AHMADI: How would you deal?

22 MR. ANCHETA: You know, I've been thinking about  
23 that one.

24 CHAIR AHMADI: Since you mentioned it.

25 MR. ANCHETA: No, and it's hard, I think it is

1 hard. I think you're going to have to look at it on a  
2 case-by-case basis, once you've actually defined it well,  
3 I could envision a number of circumstances where there  
4 will be cross-county or cross-city communities that may  
5 exist out there. So, I think we will have to look at it  
6 and say, well, what are some of the other criteria we are  
7 looking at? Is it, say, a race or a ethnic community  
8 where there might be a Voting Rights Act violation? Does  
9 that additional layer sort of lead us in a certain  
10 direction? Has there been past representation in terms of  
11 those interests in the Legislature, those kinds of things.  
12 So, I think there are a couple of factors, but I don't  
13 know, that may be a hard one to actually figure out, well,  
14 do we keep Riverside County intact here? Or do we try to  
15 draw in some of those tribal lands and native populations  
16 that actually swing in a couple of counties? So, that is  
17 just an example. I don't know how exactly to resolve that  
18 one. But I think you have to deal with it.

19 CHAIR AHMADI: Okay.

20 MR. ANCHETA: One other thing which I think is  
21 important, and it's not explicitly in the law, but I know  
22 a lot of applicants, and I think a lot of supporters of  
23 the Act have talked about the nature of competitiveness in  
24 drawing lines, that it will be more competitive than they  
25 have been. And I think everybody agrees that, at least

1 with the 2000 round of redistricting, that a lot of  
2 incumbency protection went into drawing those lines,  
3 that's not obviously the exclusive interest that was at  
4 stake there, but a lot of those districts are drawn safely  
5 to make sure that incumbents are re-elected. And I think  
6 there is not a lot of language in the law itself that  
7 suggests the competitiveness has to be a criterion, and I  
8 think a lot of people think, "Well, that's the big deal,  
9 that's the big thing, that should trump all these other,  
10 you know, the six or seven criteria that are formula  
11 listed." And I think that could be a potential problem if  
12 there's sort of an agenda to make everything competitive,  
13 but if you try to draw lines that are not compact, or they  
14 do not comply with constitutional or voting rights  
15 requirements, you can get into trouble, I think, in terms  
16 of how you draw the lines.

17 CHAIR AHMADI: Thank you. I have a number of  
18 questions, but let me just ask you one and I understand we  
19 have only about four minutes and some seconds, but anyway,  
20 in your application, you state that moving the  
21 responsibility of redistricting -- or full redistricting  
22 -- to the citizens makes a significant change in power,  
23 but also an important shift in civic obligation that  
24 requires dedication and participation from voters. That  
25 is referencing back to your application. What are some of

1 the ways that the Commission could help ensure that the  
2 voters become dedicated and participate in the electoral  
3 process?

4 MR. ANCHETA: Right, well, a couple points. I  
5 think one - there is a very specific set of tasks that the  
6 Commission has in terms of ultimately drawing, putting  
7 together a map and report, and those kinds of things. So,  
8 while I think it is important to maintain the transparency  
9 and the openness of the process, we can't fix all of the  
10 ills of Democracy in one fell swoop, and I think we need  
11 to maintain a balance between the optimism of a Commission  
12 that is, in fact, composed of voters, not legislators.  
13 But, at the same time, we're not trying to do a gigantic  
14 voter registration or get out the vote campaigns, and  
15 making sure that everybody participates in all aspects of  
16 civic engagement - which I think, while it is going to be  
17 an important contributor to that, we don't want to exceed  
18 the mandate and, again, exceed what is possible within a  
19 very short period of time.

20 Now, having said that, I think there is an  
21 enormous potential because of the perception of the public  
22 that this is now something that there is more openness,  
23 too, that there is an ability to get engaged in it, that  
24 the process is something that is accessible, now. And,  
25 you know, as you know, the sheer volume of Applications

1 for the Commission itself reflects, I think - says that  
2 there are ways of participating, whether directly as a  
3 Commissioner, or ultimately in either drawing maps, or  
4 reflecting interests that ought to be represented on some  
5 of those maps.

6 CHAIR AHMADI: Okay, how much time do I have left?

7 Okay, no more questions at this point. Thank you, sir.

8 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

9 VICE CHAIR CAMACHO: Thank you. Hello, Mr.  
10 Ancheta.

11 MR. ANCHETA: Hi.

12 VICE CHAIR CAMACHO: I would like to do follow-up  
13 questions to one of Mr. Ahmadi's questions.

14 Now, let's suppose that Proposition 20 does pass  
15 and the Commission does draw the Congressional lines and  
16 all the other various lines that are listed in Prop. 11.  
17 Do you see that there's a need to have any interaction  
18 with the Legislature?

19 MR. ANCHETA: Well, if we need more money,  
20 probably. I don't know. I mean, I think there is about  
21 \$2.5 left in the Budget. I think half a million was  
22 allocated to the Bureau of audits to get the Commission  
23 together, so - and I suspect there will be a need to work  
24 with the Governor and the Legislature to bring those extra  
25 dollars, so I think, minimally there is that part of it.

1 If the responsibilities for Congressional lines vest with  
2 the Commission, I think ultimately you don't need to work  
3 with the Legislature to figure out the lines anymore, it  
4 really is consolidating everything in one place. Again,  
5 there are other areas of Government - the Secretary of  
6 State's Office, the Statewide Database where you need to  
7 get those things. So, my initial point, which is that you  
8 need to work with other parts of government is still  
9 important, I think; but, I don't think at that point, you  
10 need to really work closely with the Legislature, the very  
11 elements, again, of budgeting and other points, where you  
12 need the Legislature to act to have the Commission move  
13 forward. But I think, beyond that, you don't need to work  
14 with the Legislature directly.

15 VICE CHAIR CAMACHO: Okay. You were a part of, I  
16 think, the Asian Pacific Islander during the 1990  
17 redistricting. Do you feel that the 1990 redistricting  
18 effort adequately took into account the Asian Pacific  
19 Islander concerns? Why or why not?

20 MR. ANCHETA: Well, yes and no. Yes and no. Let  
21 me elaborate a little bit more on my role in that effort  
22 and what ultimately happened.

23 VICE CHAIR CAMACHO: Go ahead.

24 MR. ANCHETA: I was one of a team of lawyers that  
25 were involved with presenting those maps to the Special

1 Masters, and ultimately arguing in the Supreme Court for  
2 particular maps that reflected Asian American communities  
3 of interest, largely, and looked at a couple of Assembly  
4 Districts, both in Southern California and Northern  
5 California. And it wasn't a statewide plan. To be honest  
6 with you, I wasn't a Voting Rights attorney at the time, I  
7 became one very quickly because I was doing mostly  
8 immigration and immigrants rights work at the time, but,  
9 again, not too many people do voting rights on a full-time  
10 basis and so I was sort of drafted, among other attorneys  
11 to sort of move it forward. And I did play a big role in  
12 terms of testifying before the Special Masters, and I did  
13 make some arguments in the Supreme Court, as well. I  
14 think we got a few things out of that in terms of what I -  
15 you could say our Asian American interests in terms of  
16 maintaining particular communities. I mean, the one  
17 success I could point to, which is actually a change that  
18 the Supreme Court adopted in changing the Special Masters'  
19 original plan was to draw a district that shifted parts of  
20 Torrance, and which had larger Asian populations, into one  
21 other district. And I think that was an important step in  
22 terms of retaining that particular community. Are there  
23 other areas where those interests may have been  
24 compromised? There are some. And the demographics of  
25 Southern California and Northern California, I think,

1 reflects some tensions -- not some tensions -- but some  
2 potential demographic conflicts because you have multiple  
3 minority populations. And if you are taking sort of, this  
4 is a majority Latino District, but there is a sizeable  
5 Asian population here, which line do you draw? Do you  
6 draw the line that protects against the Voting Rights Act  
7 violation because you need to maintain or create a Latino  
8 majority district? Or do you sort of swing it over to one  
9 side and pull in the Asian population in San Gabriel  
10 Valley because that's a large and growing one? And if you  
11 look at the Opinion that the Supreme Court put out, it  
12 makes very clear, "Well, we didn't draw this Asian, or  
13 pull in this Asian population because we wanted to protect  
14 Latino and Black voting power and prevent a VRA  
15 violation." So there are places where we, I think, were  
16 able to say to the Special Masters and to the Court, this  
17 is an important population that needs to be maintained;  
18 others, we weren't successful. Again, there wasn't a  
19 Voting Rights Act violation, necessarily, but we didn't  
20 quite get everything that we asked for is probably the  
21 better way to put it.

22 VICE CHAIR CAMACHO: What do you think the Special  
23 Masters could have done differently with regard to  
24 reaching out to the Asian population, or other racial and  
25 ethnic communities, so they could have better drawn those

1 lines?

2 MR. ANCHETA: Yeah. Well, you know, one thing you  
3 have to remember about that process is it arose because  
4 there was a failure of the Legislature and the Governor to  
5 agree on plans. So, there had been a fairly lengthy  
6 effort that predated the work within the Special Masters  
7 and the Court, itself. So, if you think about what is an  
8 appropriate step for any redistricting body, whether  
9 that's the Legislature or Special Masters, or the  
10 Commission, to think about, well, how do you get to  
11 particular Asian populations? I think there is sort of an  
12 overall strategy that you want to focus on in terms of  
13 community education, community outreach, vs. various media  
14 efforts. And I think a lot of those efforts have  
15 improved, certainly, since the '90s. I mean, again, this  
16 is almost 20 years ago and, you know, I think people are  
17 getting more - have become more sophisticated in terms of  
18 the redistricting process, the software, outreach, trying  
19 to find communities that may, you know, be left out of the  
20 process.

21 So, did the Special Masters do all that they  
22 could? Maybe not, but I think there are a lot of things  
23 that, again, would limit the time and with a limited  
24 budget and a very pressing deadline, that the Special  
25 Masters were in a very tight deadline, that you try your

1 best, but there are always communities you can't quite get  
2 to, or to try to increase their participation will be very  
3 difficult to do.

4 VICE CHAIR CAMACHO: From that whole process in  
5 the 1990's, what did you learn from that, that would be  
6 attributable and help you as a Commissioner?

7 MR. ANCHETA: That - a couple things, I mean, one  
8 is just sort of the technical aspects of it, and it was  
9 downright primitive at the time. I think some of the  
10 things we were doing, I remember a couple of us were just  
11 literally sitting on the floor with the Thomas Bros. Map,  
12 flipping through and looking at Census tracts and trying  
13 to figure, "Well, can we move this one over here?" We  
14 didn't have - the experts had the software, we, the  
15 lawyers didn't have the software, so we were trying to  
16 figure out, well, how do you actually do this, which is an  
17 educational experience, too, because even in a manual way,  
18 you're learning how these lines work and how to make sure  
19 the populations are equal, so the technical aspects were  
20 really important to learn. And I think - I didn't work  
21 really at all in the 2000 round, other than sort of giving  
22 an oral history to folks who were doing it in that  
23 particular round of redistricting.

24 I think another area is simply working in  
25 coalition with various groups, whether it's Northern

1 California and Southern California because the Asian  
2 Coalition was largely two separate efforts that worked  
3 together, ultimately, to present final plans to both the  
4 Legislature and then, ultimately, the Special Masters. So  
5 working with groups, working with other minority groups,  
6 whether it's Latino or African-American, was important,  
7 looking at the overall process, whether it's legislative  
8 or judicial, so understanding how the process works.  
9 Understanding that sometimes this - you can't resolve  
10 differences. I mean, there were clear lines that we were  
11 drawing that couldn't be accommodated by Latino groups who  
12 were advocating for other types of lines in the San  
13 Gabriel Valley. And you just have to agree to disagree at  
14 some point and say, "Well, we are advocating somewhat  
15 different interests here, and we'll just move forward,"  
16 and I don't think it's going to compromise either of our  
17 efforts to say, well, the lines aren't exactly the same,  
18 but we're trying to work together. And in other areas of  
19 the State, we clearly do have interests that are  
20 compatible and the lines reflect that. So a lot of it is  
21 in terms of process. I really learned a lot about voting  
22 rights - now, I teach a class in it now, but, again, I  
23 didn't know much at all at the very beginning of that, but  
24 I learned very quickly.

25 VICE CHAIR CAMACHO: Was there a reason why that

1 you didn't participate more in the 2000 redistricting?

2 MR. ANCHETA: Yeah, I was out of state. I was  
3 working on the East Coast from - well, I was living there  
4 from '99 until about 2005, and a lot of work that I was  
5 doing at the time was focusing on the East Coast related  
6 stuff where it was national, or reflected different kinds  
7 of policy work. So, I couldn't get engaged so much in the  
8 California activities. Again, I did play sort of a  
9 informal consulting role, just sort of telling folks,  
10 "Well, this is what we did back then - and do it better,  
11 you know, get your software together, get your folks  
12 together earlier than we did." So, I think that was my  
13 major role at the time, but it was largely because I was  
14 really in the middle of things here in California.

15 VICE CHAIR CAMACHO: Okay. Do you believe that  
16 all politics can be removed from the redistricting  
17 process? Why or why not? If yes, how can you do that?

18 MR. ANCHETA: No, not all. You can't remove all  
19 politics from it. The simple fact that the structure of  
20 the Commission reflects certain partisan representation,  
21 the fact that we're drawing lines that are drawing lines  
22 that are political, they're designed to elect  
23 representatives to the Legislature, to the Board of  
24 Equalization, perhaps to Congress, there's a political  
25 impact that will occur. Now, at the same time, I think

1 the Commission is supposed to be independent, it's not  
2 supposed to engage in partisan politics, it's not supposed  
3 to be beholden to any particular interest group or the  
4 Legislature, or individual officials, so I think we want  
5 to make sure that we are eliminating as much as possible  
6 any kind of biases, that there's an impartiality that the  
7 Commission as a whole moves forward in staying on task,  
8 but, you know, anybody who is applying for this Commission  
9 has opinions on things. I'm not going to suddenly - I'm a  
10 Democrat from San Francisco and I have particular  
11 perspectives on things, and I'm trying to - I think you  
12 have to remove a lot of that when you're trying to make  
13 decisions, and trying to figure out what you're doing, and  
14 you have to take into account other differences that will  
15 exist, inevitably because of how the Commission is  
16 structured. So, I think you want to try to get rid of  
17 that as much as possible. But I think it's impossible to  
18 eliminate it. And I think the smarter thing is simply  
19 just to remember, well, I come from a certain perspective,  
20 this is my political affiliation, this is my background,  
21 these are my experiences, yours are different; I think  
22 it's great, actually, that we're on the same decision-  
23 making body, I think it's really helpful in terms of  
24 trying to figure out what the best thing is for the State.  
25 But you can't just sort of leave it at the door, I think,

1 is a better way to put it. It's still built into you.  
2 But, I think you have to be conscious about what those  
3 differences are and to simply try to put them aside as  
4 much as possible.

5 VICE CHAIR CAMACHO: Okay. That's the last  
6 question I have right now. Thank you.

7 MR. RAMIREZ-RIDGEWAY: Ms. Spano.

8 PANEL MEMBER SPANO: Good afternoon.

9 MR. ANCHETA: Hi.

10 PANEL MEMBER SPANO: I've got a frog in my throat,  
11 so if I start coughing, I really apologize.

12 Going back to your redistricting, and you may have  
13 answered this already, but I was curious to know about  
14 what you learned about the complex legal issues affecting  
15 redistricting and which were the most complex, and I know  
16 earlier you described conflicts with the ambiguities in  
17 the VRA, the fact that communities of interest are not  
18 defined, and the conflict between city and county lines  
19 when there's a division of communities of interest, and  
20 the nature of competitiveness. I was wondering if there  
21 are any other conflicts issues that you've learned from,  
22 from your experience.

23 MR. ANCHETA: Yeah. Well, I think actually what I  
24 learned afterwards is that the law is a lot more complex  
25 now than it was back then. And I'm sure you've heard from

1 other Applicants, or from Counsel, you know, the law  
2 changed quite a bit in the mid-'90s so that there are now  
3 Constitutional constraints, equal protection constraints,  
4 on how you draw lines. And there literally is sort of a  
5 tightrope you're walking to make sure that you're not  
6 violating Section 2 of the Voting Rights Act by diluting  
7 minority voting blocs, but, at the same time, you have a  
8 potential Equal Protection violation when the districts  
9 are either not compact enough, or race is a predominant  
10 factor in drawing the lines, and you're not actually  
11 looking at a relatively well developed Section 2 violation  
12 that could move forward. So, that makes it hard,  
13 actually, to do that, and we had the luxury of actually  
14 not having that case law in place at the time, so we could  
15 just sort of say, "Well, here's a likely violation," even  
16 though we weren't sure there would be a violation, and we  
17 didn't sue, ultimately, so there wasn't a Section 2  
18 violation in terms of a formal lawsuit. But I think the  
19 constraints that are built into the Act, itself, reflect I  
20 think a lot of, you know, complexity in the law. And I  
21 think, again, I've studied this a lot, I teach in the  
22 area, it is hard going through those cases trying to  
23 figure out, well, what are they saying now? What did this  
24 last case - there is a major case that was decided last  
25 year involving how you look at particular districts that

1 may be drawn to create, in essence, sort of coalitions or  
2 crossover districts that look at minority populations and  
3 non-minority populations, and whether you need 50 percent  
4 or not. The Court said, well, basically you can't really  
5 do that. There's not a Section 2 violation if you are  
6 combining those populations and the minority population by  
7 itself is less than 50 percent of voting age population.  
8 I don't want to get too technical about all the  
9 constraints, but -

10 PANEL MEMBER SPANO: No, that's okay.

11 MR. ANCHETA: -- but the law is complex. And even  
12 someone who knows a lot, and, again, I read a lot of these  
13 things and I write about some of them, it's a really fuzzy  
14 area in a lot of places and I think that poses a challenge  
15 to anybody who is trying to stay in compliance with the  
16 law and say, "Well, okay, here's a set of lines that  
17 appear to be appropriate and will prevent a Section 2  
18 violation. Are we going to run into trouble with the  
19 Equal Protection clause if we do it this way?" Or, "Are  
20 we looking at a particular community of interest that is  
21 drawn a certain way, maybe it's not a VRA violation, but  
22 shall we still maintain that community because it fits  
23 within our definition of 'community of interest'?" So, a  
24 lot of it goes to the complexity of the law, itself. I  
25 think that's a big challenge for the Commission, is to try

1 to figure out, well, okay, we've got the legal constraints  
2 and how do we make sure we're not violating the law? And,  
3 then ultimately, again, there's the potential for  
4 litigation further down the line.

5           PANEL MEMBER SPANO: When you did this  
6 redistricting - or not you did redistricting - when your  
7 participation in this effort, with the laws that existed  
8 at that time, did you find that it was really hard to  
9 balance interpretation of those laws in the issues that  
10 you were dealing with at the time?

11           MR. ANCHETA: Well, I think we were largely  
12 dealing with fairly clear demographic data and looking at  
13 population concentrations that, at least as we interpreted  
14 the law at the time, should be protected. Now, again, did  
15 it always meet the requirements of the Act? No. Did we  
16 have a majority Asian District? You could draw one, but  
17 it would be very non-compact if you tried to really do  
18 that, so we were focusing on a different type of legal  
19 claim, a claim that may not be available under the Voting  
20 Rights Act now. It's not clear whether you can have,  
21 again, a less than 50 percent population and still have a  
22 VRA claim, but there may be, again, a community of  
23 interest there. So, it was a good process to figure out  
24 where the population growth was, where things were moving  
25 in terms of potential growth of populations, what's the

1 political history there, how have voting patterns gone;  
2 again, these are all sort of elements of a Voting Rights  
3 Act claim, so you need to figure out the voting in  
4 previous elections. Ultimately, I think - again, very  
5 interesting in terms of working through them - ultimately  
6 there are constraints that you deal with and say, "Well,  
7 you know, I don't think we can claim a violation here, and  
8 I don't think we want to draw a district that stretches  
9 from San Francisco to LA just to pull a bunch of Asians  
10 together."

11 PANEL MEMBER SPANO: Sure.

12 MR. ANCHETA: I don't think that's going to work.

13 PANEL MEMBER SPANO: A race of this is a factor,  
14 okay.

15 MR. ANCHETA: Right, that doesn't work. But I  
16 think, as you are moving forward in terms of looking at  
17 emerging communities, communities that have expanded quite  
18 a bit over the last 10 or 20 years, that you need to be  
19 attentive to those demographics and, again, try to balance  
20 some of those interests with both legal constraints and  
21 the nature of the demographics themselves.

22 PANEL MEMBER SPANO: What did you learn about the  
23 complex demographic issues affecting redistricting?

24 MR. ANCHETA: Yeah. A lot of - again, this is Los  
25 Angeles, which is very diverse, very highly or densely

1 populated area. You learn a lot about different  
2 communities. You don't realize; there's actually an area  
3 where a big population of Filipinos, it is actually a  
4 concentration of - you know, I'd gone to school in Los  
5 Angeles, I lived mostly on the Westside, I knew the  
6 downtown area, I didn't know sort of the South, what is  
7 known as the South Bay Area, and areas like Carson or  
8 Torrance, where again, there are other pockets of Asian  
9 Pacific populations.

10 PANEL MEMBER SPANO: Fairly close to what you're  
11 familiar with?

12 MR. ANCHETA: Yeah, so - and just preparing for  
13 this interview and the process, I've been looking at maps  
14 and trying to figure out, where are all these places that  
15 you have to draw lines? And you learn a lot. You realize  
16 how little of California you've actually been to when you  
17 do that kind of scan of where people are and where all the  
18 different interests might lie, so it's really fascinating,  
19 I think, to kind of do that kind of homework when you're  
20 going through this kind of process. But I think, in any  
21 case, I think it's important, and I think it was  
22 important, to figure out what communities were out there  
23 and whether they really were political communities in the  
24 sense that they had common interests, that they perhaps  
25 did, in fact, vote together. And, again, sometimes the

1 evidence wasn't entirely clear, but we could still, I  
2 think, make an assertion before the Special Masters that  
3 this was, in fact, a community - at least, again, in terms  
4 of geographic concentrations, it was an appropriate one to  
5 consider and look at.

6 PANEL MEMBER SPANO: How difficult is it to  
7 establish an understanding of the true communities of  
8 interest? I know it's hard to say, but based on your  
9 experience, because you were saying, you know, it was  
10 hard, knowing that these are densely populated areas that  
11 the Commission probably will find most difficulty in  
12 trying to determine.

13 MR. ANCHETA: Well, it's a hard one because  
14 communities of interest, it is an allusive term, actually.  
15 And if you look at how other states have employed it, if  
16 you look at how the Special Masters looked in the 1970s  
17 and the 1990s used it, you don't have a really fixed  
18 definition. I mean, it's clear that it has something to -  
19 oh, yeah, you can have definitions on inclusive, social,  
20 economic, cultural, maybe racial or ethnic interests that  
21 coincide, and there's some connection between those  
22 interests and geography, and the need to be in a single  
23 district, and it's tied to what may ultimately occur in  
24 the Legislature. You know, do you want to develop an  
25 exclusive list and try to say, "This is a community of

1 interest and this is not a community of interest?" I  
2 think that could be problematic when you try to really  
3 split hairs on a definition. The Commission will have to  
4 do that, again, if Prop. 20 is not enacted, you need to  
5 come up with a formal definition, even if it is enacted,  
6 you still have to come up with some more specific examples  
7 and tell the public, you know, through the regulatory  
8 process, or in some sort of policy guidance, well, if  
9 you're trying to preserve a community of interest, this is  
10 what you have to tell us constitutes a community, and what  
11 sort of information we need as a Commission to determine  
12 whether it really is a community, you know, are there  
13 various forms of data? Are there some organizations that  
14 exist? Can you tell from looking at economic  
15 characteristics, racial and ethnic characteristics,  
16 perhaps? So, what do you need to show a community other  
17 than folks just sort of saying, "Oh, I'm part of this  
18 community, take my word for it." That's it. So you want  
19 to be able to not constrain the public in saying there's a  
20 community, but you also want to be able to say, "Well,  
21 this is what we're looking at and these are the criteria  
22 we as a commission will use when we're drawing them, or  
23 keeping them in a district."

24 PANEL MEMBER SPANO: For consistency.

25 MR. ANCHETA: Yeah.

1           PANEL MEMBER SPANO: How do you believe that,  
2 knowing you have the legal background and the theory and  
3 foundation of the VRA and some of the redistricting laws,  
4 how do you feel having that theoretical background will be  
5 in transitioning to actually drawing the lines, the  
6 complexities in doing that?

7           MR. ANCHETA: Well, I think as I mentioned before,  
8 I don't want to play lawyer to the Commission, I think  
9 that's the job of a couple lawyers that you're going to  
10 hire, or you want to rely on those opinions, not that you  
11 can't say, "Well, Counsel, what do you think about this?"  
12 Or, "How do you interpret that case?" Not to sort of test  
13 certain assumptions that the Counsel might make, but you  
14 have to rely on those opinions. But I think you have to  
15 be able to, as with anyone who comes in with a certain set  
16 of skills or an expertise that is very appropriate for  
17 particular elements of the Commission's work, to say,  
18 well, I think there may be an issue here and I think we  
19 need to think about that, you know, to the extent that  
20 you're able to help other Commissioners sort of figure  
21 things out, I think that's an important role; but I think,  
22 ultimately, you're part of a problem-solving team and, to  
23 the extent that you bring those skills and, again,  
24 elements of expertise to parts of the problem, I think  
25 that can always be very helpful.

1           PANEL MEMBER SPANO: Sure. When you drew the  
2 maps, I mean, when you were trying to draw the maps by  
3 hand when you were looking at your own, knowing that you  
4 did that, and knowing that you knew the law, how difficult  
5 was that? I mean, I would think that trying to do the  
6 actual application of the drawing was probably a different  
7 perception of doing that than -

8           MR. ANCHETA: Yeah, I mean, we were trying to - we  
9 were not trying to replace the experts who had drawn  
10 lines, but we had to figure out, once a draft plan had  
11 been put together by the Masters, well, here's what they  
12 did, here's what we wanted, well, can we get some of that  
13 - this is what my role in sort of map drawing was about,  
14 was to say, well, you split this part here, can you move -  
15 in advocating before the Supreme Court - can you move some  
16 of that over this way? Because we told you, here's a big  
17 chunk of territory that includes an Asian population,  
18 you've cut it in half, let's say, but you can maintain  
19 certain boundaries and make sense, for example, to keep  
20 Torrance together because of a city boundary, and that  
21 kind of considerations, I think, what we were looking at,  
22 and, again, if you're asserting Voting Rights Act  
23 violations, you're sort of saying, well, here's the  
24 population, here's - there may be potential litigation  
25 here, that's what could happen. But I think in terms of,

1 you know, the realities of map drawing, you have to say,  
2 "Well, here's what you could draw, here's what you may  
3 draw, here's what you're likely or not likely to draw."  
4 So, I think there's a little bit of give and take when  
5 you're sort of saying - and the Judge did ask us that, in  
6 terms of, "How do you feel about drawing this part, or  
7 moving this line in this direction in order to accommodate  
8 that population?" And, again, we were able to get that in  
9 the final plan.

10 PANEL MEMBER SPANO: Can you talk about your Civil  
11 Rights project at Harvard University?

12 MR. ANCHETA: Oh, sure. Yeah, I was at that  
13 project from about 2000 to the beginning of 2005, that was  
14 mostly, well, I was the Legal Director, and the project  
15 was actually not at Harvard anymore, it's moved to UCLA,  
16 but it's an interdisciplinary research project that  
17 focused on a variety of racial justice issues, including  
18 school desegregation, affirmative action, voting rights,  
19 housing, transportation issues, and it was basically a  
20 think tank where both quantitative and qualitative  
21 researchers who were looking at, you know, various types  
22 of social science data, or putting studies together, the  
23 legal team was working on policy issues and we were  
24 involved in a lot of cooperative efforts where we were  
25 putting policy documents, legal briefs, we filed briefs,

1 for example, in the Supreme Court involving the University  
2 of Michigan, an affirmative action case. So, it was very  
3 good work, and it was a lot fun working with really a team  
4 of dedicated people who liked to do this kind of stuff.  
5 It was very different for me, I wasn't looking for that  
6 kind of job, I had actually gone back to school to get a  
7 Masters Degree and I was sort of thinking, well, I'll come  
8 back to California, or I'll transition to another  
9 nonprofit job, but I just sort of, you know, you meet the  
10 right people.

11 PANEL MEMBER SPANO: How did you get inspired in  
12 joining this project?

13 MR. ANCHETA: Just a personal connection, someone  
14 I had taken a class with was one of the directors, he  
15 liked my work, and I was looking for a job at that point  
16 in time, I was wrapping up my Masters Degree.

17 PANEL MEMBER SPANO: Did this lead you to your  
18 immigration work?

19 MR. ANCHETA: Well, and I think I omitted a couple  
20 years of legal aid work, I think I only went back about 20  
21 years on my written application, but I did practice as an  
22 immigration attorney, I think, a total of about five  
23 years, a couple different offices, so I'd been an  
24 immigration lawyer for a while. I sort of shifted into  
25 more the management role and was doing Executive Director

1 kind of work, but I still did immigrant rights work  
2 through much of my sort of pre-academic career. But  
3 pretty much since 2000, it has been mostly academic, or at  
4 least within law school settings. The work I do now is  
5 sort of a combination of both teaching and management of a  
6 community-based clinic, which is a part of the law school,  
7 but it functions like a small legal aid that provides  
8 services to the local low-income community.

9 MS. RAMIREZ-RIDGEWAY: Five minutes.

10 PANEL MEMBER SPANO: Oh, thank you.

11 MR. ANCHETA: But it incorporates student work  
12 into the process.

13 PANEL MEMBER SPANO: What low income community?

14 MR. ANCHETA: Well, the Center focuses on a couple  
15 areas of law, consumer protection, immigration, and  
16 workers rights, and it's basically folks that fall within  
17 income guidelines. These are common sort of low income  
18 populations that are serviced by a lot of different  
19 agencies throughout the State, or throughout the country,  
20 and we focus on a couple of areas and we sort of focus  
21 within the Santa Clara County area.

22 PANEL MEMBER SPANO: Okay. Knowing that you have  
23 a lot of experience doing the immigration work and legal  
24 work, how will that help you in understanding the needs of  
25 the immigrant population as you go out through the State

1 and do community outreach?

2 MR. ANCHETA: Yeah. Well, I think it's very  
3 helpful. I've done a lot of that outreach, I'm not doing  
4 it so much myself, although a lot of folks in my office do  
5 that now, so I think it's important to understand some of  
6 the demographics. I understand there are growing  
7 communities, that there are very diverse language groups  
8 throughout all the communities within the State, and  
9 you're dealing with a lot of different linguistic and  
10 cultural barriers to try to work with those communities.  
11 There's a lot of movement from, you know, place to place  
12 in terms of demographics. There are new communities, like  
13 all communities within the Inland Empire and the Central  
14 Valley that are getting much bigger now than they were 10  
15 years ago, and those include immigrant communities. So, a  
16 lot of experience has been in working with those sectors  
17 in terms of my education work, dealing with non-English  
18 language media, those kinds of things. So I think it's  
19 important to bring those, I think, experiences to bear on  
20 a lot of the outreach that the Commission might do.

21 PANEL MEMBER SPANO: Your work with the immigrant  
22 population, did you find that a lot of their political  
23 preferences differed, depending on the region and where  
24 they're from?

25 MR. ANCHETA: Yeah, and you know, that's like

1 every community, too. You can talk about Asian-American  
2 interests, but that's not a monolithic interest and there  
3 is certainly quite a bit of variety in terms of party  
4 affiliation and just moving along the political spectrum,  
5 I think. Again, if you just look at the demographics, you  
6 know that certain low income immigrant communities, where  
7 there are at least a good percentage of citizens who are  
8 registered to vote, that you can look at all those  
9 combinations of data and see that there are some linkages  
10 there, that those may, in fact, be communities of interest  
11 that need protection. Again, they may be moving in one  
12 direction in terms of party affiliation, but I think, you  
13 know, you can't speak of a single minority community,  
14 necessarily, distinguish the diversity within those  
15 communities, and just having to work with Asian-American  
16 populations, you can't say that the Vietnamese, the first  
17 generation of Vietnamese immigrant population in Orange  
18 County votes the same way as the fourth generation  
19 Chinese-American population that lives in San Francisco,  
20 as an example, there are very different demographics and  
21 very different political - very different political  
22 evolution, I think.

23 PANEL MEMBER SPANO: Uh huh. Thank you.

24 MS. RAMIREZ-RIDGEWAY: Panelists, do you have  
25 follow-up questions?

1 CHAIR AHMADI: No.

2 VICE CHAIR CAMACHO: No.

3 MS. RAMIREZ-RIDGEWAY: Okay. Mr. Ancheta, you  
4 talked about - well, first of all, I want to thank you for  
5 being one of the first people who have come before us and  
6 been honest, I think, about the true complexities to  
7 redistricting because I, too, have dabbled enough in the  
8 law to know that, wow, it's a challenge. So, thanks for  
9 validating my sense of bafflement!

10 But I think, you know, in speaking in terms of  
11 those fine lines and unclear law, and the fact that every  
12 time we get a new decision that resolves one question, it  
13 invites 10 more, it really creates a very interesting role  
14 for counsel. And a person like yourself, who is so  
15 incredibly talented and experienced in this particular  
16 area, we have been blessed to have really a lot of  
17 Applicants who really stand at that level of just being  
18 real powerhouses.

19 MR. ANCHETA: Well, thank you. I appreciate that.

20 MS. RAMIREZ-RIDGEWAY: It invites sort of a two-  
21 part question on my part. Yes, the client always makes  
22 the decision. One, how are you going to find a lawyer --  
23 if the Commission is stacked with people who represent  
24 that incredible level of sophistication and expertise with  
25 regard to redistricting, how will the Commission find an

1 attorney who will want to work for them? And two, could  
2 such a make-up on the Commission hamper or impair the  
3 Commission's ability to function?

4 MR. ANCHETA: Yeah, this is where that budget  
5 question comes into play, because how are you going to  
6 hire a lawyer - hand him a lot of money - but I think  
7 that's a hard combination of questions there. I think you  
8 have to be able to ultimately come up with staff, and this  
9 I not just counsel, I think the Director, I think, will  
10 play a very important role in terms of coordination and I  
11 think that person will be the central - the pivot point  
12 for a lot of the work of the Commission, that, again, you  
13 try to look at the criteria that animates what the  
14 Commission and how the Commission itself has been put  
15 together, you try to find - it's not too early, or even  
16 now, there's no Commission yet, but I think for people  
17 watching on the Internet, or people who are tendered to  
18 the process, to think about people who might be good for  
19 this kind of job. We don't have the Commission in place  
20 yet, but we know that we need to find good people fast.  
21 And, to the extent you could sort of think about people  
22 who might want to - and absent of a job description, that  
23 kind of thing. I think it's time to think about that kind  
24 of outreach and that kind of recruitment of people. You  
25 know, I don't have anybody in mind, certainly, in terms of

1 the individual who I think could fulfill everybody's ideal  
2 job characteristics. But I think you have to think about,  
3 again, what is a lot of the underlying concern with the  
4 redistricting process, that it's been subject to  
5 legislative capture, that there's too much secrecy about  
6 the whole process, that you have somebody or a number of  
7 people who work for the Commission that believe in that  
8 basic sort of set of animating principles and they believe  
9 in the mission of the Commission, and that they're really  
10 good at what they do. Now, again, I think a lot of good  
11 lawyers who have either worked with Government, or have  
12 worked on these kinds of issues, can separate themselves  
13 from, I think, a lot of the political considerations. I'd  
14 hate to think there was nobody in the state who couldn't  
15 do the job, I think there's a lot of good people out  
16 there, I don't know that, again, everybody is going to  
17 have the same - have the resume that covers every single  
18 base, but I think you have to try to find good people and  
19 identify a good pool, and again, move fairly quickly,  
20 because you can't - the Commission needs folks to really  
21 help run things and move - set up appointments, and set up  
22 hearings, and get things going, so I think you have to  
23 balance sort of this is the ideal that we're shooting for  
24 with the reality that we've got to get a couple people in  
25 place very quickly.

1 MS. RAMIREZ-RIDGEWAY: Well, I think I was  
2 probably too longwinded and lost in my question. I guess  
3 what I was getting at is, if we have 10-14 Commissioners  
4 who are fabulously talented in the area of redistricting,  
5 what lawyer is going to want to work for you? And will  
6 that level of talent on the Commission help or hinder the  
7 Commission in terms of its ability to function, given all  
8 of the interesting questions that remain about the task,  
9 legally?

10 MR. ANCHETA: Yeah, and I don't think I directly  
11 addressed sort of the second part of your question. It  
12 could, I think it could. Now, I think that's a challenge  
13 for the Panel in terms of trying to at least coming up  
14 with a pool. There is also the legislative vetoes, and  
15 then the random drawing, and the sort of post-selection  
16 for the remaining six process. So, there's a lot of  
17 variables that come into place, and just looking - and  
18 thank you for the complimentary remarks -- this is an  
19 extraordinary pool of people just within this 120, and I'm  
20 sure a lot of strong personalities, a lot of folks who  
21 have very strong opinions. But, again, I think you have  
22 to get down to some of these core values and core goals  
23 that the Commission has to put together in a short period  
24 of time, which is to say, "Well, we've got to stay on  
25 track here, we've got to get folks that are really

1 talented, that are good, that share the mission, that  
2 aren't going to have the secret agenda that doesn't come  
3 out in the interview, and make sure that they're willing  
4 to be on board with us, and play the role - I think that's  
5 probably the most important thing - and I think in looking  
6 at my own application, I think you have to say, "Well,  
7 this is somebody who has done a lot of work in civil  
8 rights groups, can he separate some of that out? Is he  
9 necessarily going to be sort of beholden to that set of  
10 interests?" And I think you have to have people who are  
11 aware of those constraints and to think through, "Well, I  
12 think I can do that. I think I can try to remove that  
13 bias as much as possible, and I can stay on the ball in  
14 terms of looking at the underlying goals." Is there  
15 potential for - yeah, of course, there's a potential for  
16 those kinds of constraints. And, I don't know, I think  
17 there are some really strong-minded lawyers out there who  
18 would love to work for this Commission at the same time,  
19 so I think there are people out there.

20 MS. RAMIREZ-RIDGEWAY: You talked a little bit  
21 about, when you were talking about your experience before  
22 the Special Masters with the redistricting in the '90s,  
23 about how occasionally certain interest groups have to  
24 reach a point where they agree to disagree. It's  
25 difficult to answer a question like this in a vacuum, so

1 no specific facts, but what sort of guiding principles  
2 should the Commission rely on to resolve those  
3 circumstances when two interest groups agree to disagree.

4 MR. ANCHETA: Yeah, that's hard, that's really  
5 hard. And I think that - this was an earlier question,  
6 too - I think that may ultimately be the biggest  
7 challenge; you've got competing - whether it's groups that  
8 are provided information, or, again, information that the  
9 staff or the Commissioners themselves are turning to, to  
10 say, well, this presents a problem here. How are we going  
11 to draw this line? Do we flip a coin? Do we just sort of  
12 let the computer do it and maybe the computer can resolve  
13 it, which you could do, I don't think that's the right way  
14 to do it, obviously. I think you try to look, again, at  
15 what's on paper in terms of what the criteria are that the  
16 law provides. Again, presumably the Commission will  
17 promulgate some set of more specific guidelines to help  
18 implement and give the public a sense of what they're  
19 supposed to present to the Commission, and that those  
20 guiding principles are maintained and are consistent.  
21 Now, again, there may be situations where, "Okay, I don't  
22 know what to do with that group of Native Americans down  
23 that straddle Riverside in San Diego. I don't know what  
24 to do." I think maybe we ought to maintain them because  
25 that's clearly a population that has been there a long

1 time, that has a lot of clear interests, and if you look  
2 at where they're located relative to other populations  
3 within those two counties, maybe it makes sense because  
4 that's a lot of terrain, it's desert area for the most  
5 part, it's not particularly highly populated once you move  
6 outside of certain - Murrieta or Temecula - smaller cities  
7 out there, there's not much there, right? So maybe that's  
8 a place where you draw a line that protects that  
9 particular set of communities vs., again, a simple, "Well,  
10 here's Riverside, here's San Diego, Here's Orange, or San  
11 Bernardino." Whatever county line you're trying to  
12 protect, and say, "Well, I think that interest may  
13 trumpet," but again, there may be places where you just  
14 have to say, "Well, we need to figure this one out, let's  
15 just try to look at all the factors and make a decision  
16 the best we can."

17 MS. RAMIREZ-RIDGEWAY: I noticed in your  
18 application that you donated to the campaign of a  
19 candidate for Secretary of State in Michigan. Why?

20 MR. ANCHETA: A former student of mine.

21 MS. RAMIREZ-RIDGEWAY: Ah.

22 MR. ANCHETA: Yeah, she is the Democratic nominee  
23 for Secretary of State and we've been friends for a long  
24 time, she teaches in this area, too. So that was a, "Go,  
25 Jocelyn" kind of donation more than anything else.

1 MS. RAMIREZ-RIDGEWAY: Do you have any concerns  
2 about the involvement of contracted consultants in the  
3 Commission's work?

4 MR. ANCHETA: Well, we want to make sure that  
5 there's enough oversight and control of the process to  
6 make sure that we get what we want and that we get - that  
7 expectations are met in terms of what the needs are. Now,  
8 again, for example, media consultants, so you are trying  
9 to figure out which markets to penetrate, that may be  
10 something where an outside firm may be appropriate. You  
11 know, I think you need an in-house counsel, right? You  
12 need an in-house Director, you need in-house support  
13 staff. I think that there are appropriate areas where you  
14 could delegate a little bit more outside, but you just  
15 need to have staff - you need full-time staff who are  
16 available to you and, you know, it's not a consultant firm  
17 that is sort of juggling five different clients at the  
18 same time. But I think there are other appropriate areas  
19 where a consultant could be more appropriate. And, again,  
20 there are budget limitations, too, so you have to figure  
21 out, well, how does this work given what we have to spend  
22 at this point.

23 MS. RAMIREZ-RIDGEWAY: Knowing what you know about  
24 the complexities of the task, where would you start  
25 redrawing the lines?

1 MR. ANCHETA: You mean, say January 1<sup>st</sup> or  
2 something?

3 MS. RAMIREZ-RIDGEWAY: Where would you start the  
4 map?

5 MR. ANCHETA: Where would I start the map? Well,  
6 I guess you could start at the top. Well, let me ask you  
7 to clarify the question, I mean, after all -

8 MS. RAMIREZ-RIDGEWAY: After you've taken  
9 testimony, you've seen the data, where would you start?

10 MR. ANCHETA: Oh, okay, okay. Well, I might start  
11 at the top, in fact, the districts have to be numbered  
12 from the top, you could do that. You might start with  
13 districts that probably there would be no disagreement  
14 about, and actually the ones in the northern part of the  
15 state are the ones there probably isn't too much  
16 disagreement. I mean, I have a question why Modoc County  
17 went in one district vs. another district for 1990 to  
18 2000, so I shouldn't say that it's automatic, but we know,  
19 given the smaller populations in Northern California, we  
20 know that certain districts are going to be big  
21 geographically. And I don't know, as you move towards the  
22 South, where the population centers are sort of  
23 increasing. So, I think you can start with areas that  
24 there is probably little debate, but there is at least  
25 some sense that this is probably going to be *the* district,

1 and that's been how the district has been drawn for a long  
2 time. It is not necessarily incumbency protection, that's  
3 just how you draw the lines because that's where the  
4 people are. It does not necessarily mean you don't  
5 procrastinate, but you are going to have to deal with some  
6 of those harder ones over time. But it may help just in  
7 terms of just staying on task to say, "Well, at least we  
8 got those done," right? And some of those, and again,  
9 depending on how you run the software, if you do equal  
10 population, a lot of this stuff can be done just by  
11 computer, and it's done. Then, you have to sort of back  
12 up and say, "No, no, that's not what we wanted, let's  
13 start over again and do another run."

14 MS. RAMIREZ-RIDGEWAY: I don't have further  
15 questions. Panelists?

16 CHAIR AHMADI: Neither do I.

17 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

18 PANEL MEMBER SPANO: You've worked with a lot of  
19 coalitions, minority groups, the Asian coalitions, and if  
20 you were selected as Commissioner, and knowing that you  
21 have a lot of experience working with a lot of these  
22 groups, what would you do if you were approached outside  
23 the meeting, an open meeting, about hearing their advocacy  
24 issues, about their suggestions on where to draw the lines  
25 to benefit their interests?

1           MR. ANCHETA: Well, I think you have to say, "You  
2 know I can't talk to you guys? You know that?" That's  
3 basically it. But I think there's actually an interesting  
4 tension because, in thinking through how you are doing  
5 outreach and how you are working with groups that already  
6 have connections with particular communities, a lot of it  
7 is the same people, or the same group, so for example,  
8 folks have been doing Census outreach who have been part  
9 of the recruitment process for the Commission, itself, who  
10 are going to be involved in - and they already are  
11 involved in organizing efforts to draw lines, and then  
12 they ultimately present lines, and may ultimately sue or  
13 may say that they may get involved in litigation further  
14 down the line. A lot of those are similar or the same  
15 groups, and I think you want to take advantage in terms of  
16 developing outreach strategies, for example, and  
17 piggybacking with some of those efforts, not the official  
18 effort, it has to be the Commission's effort and the  
19 official State Average Plan, but I think it's important to  
20 remember that that's a set of interest groups that are  
21 going to come up before the Commission and you have to  
22 separate it out. So a direct answer to your question, I  
23 should say, "I can't talk to you, and you know that I  
24 can't talk to you guys right now because that's the way -  
25 that's my role right now. And I hope you'll still talk to

1 me after this is all said and done, and I want to see  
2 everybody get a fair shake here, but that's my role right  
3 now."

4 PANEL MEMBER SPANO: Sure, sure. In a public  
5 setting, fine. Right?

6 MR. ANCHETA: Yeah, public and private. I think  
7 you just have to say "that's not my role." And, "It can  
8 compromise my role, and it can compromise your position,  
9 as well, because you're approaching a Commissioner outside  
10 the requirements of the law."

11 PANEL MEMBER SPANO: Thank you.

12 MS. RAMIREZ-RIDGEWAY: We have about 11 minutes  
13 left if you'd like to make a closing statement?

14 MR. ANCHETA: No closing statement, I know you've  
15 had a lot of folks coming through. But I do want to thank  
16 you, I mean, it's been a really great experience, I am  
17 really honored, and thank you very much, counsel, for  
18 those very kind words. I am very honored to be selected  
19 as part of the pool. And I do want to express my  
20 appreciation that you have done, you know, extraordinary  
21 work and exemplary work in terms of the volume of  
22 Applicants and all the folks you are having to interview,  
23 have been, and will over the next few weeks. So I  
24 congratulate you on the work you've done so far, it's  
25 really very encouraging and I do want to wish you luck as

1 you move forward. So, thank you.

2 PANEL MEMBER SPANO: Thank you.

3 CHAIR AHMADI: Thank you.

4 MS. RAMIREZ-RIDGEWAY: Thank you so much for  
5 coming to see us, Mr. Ancheta. Let's recess until 2:44.

6 (Off the record at 2:20 p.m.)

7 (Back on the record at 2:45 p.m.)

8 MS. RAMIREZ-RIDGEWAY: Let's go back on record.  
9 Our next Applicant is Ms. Connie Galambos Malloy.

10 Ms. Galambos Malloy, are you ready to begin?

11 MS. GALAMBOS MALLOY: Yes, I am.

12 MS. RAMIREZ-RIDGEWAY: Please start the clock.  
13 What specific skills do you believe a good Commissioner  
14 should possess? Of those skills, which do you possess?  
15 Which do you not possess and how will you compensate for  
16 it? Is there anything in your life that would prohibit or  
17 impair your ability to perform all of the duties of a  
18 Commissioner?

19 MS. GALAMBOS MALLOY: Okay, I'll take those one at  
20 a time, so the first regarding what specific skills do you  
21 believe a good commissioner should possess, I believe  
22 there are really three broad categories of skill sets that  
23 an effective redistricting commissioner should possess.  
24 The first is around content and hard skills, the second  
25 would be around operations and management, and the third

1 would be really the soft skills, around dealing with  
2 people. And I'll take those one at a time.

3           The first, I would really feel that the  
4 Commissioners should each have a first-hand knowledge of  
5 how diverse California is, in all the senses of that word  
6 in terms of having lived in different places of  
7 California, worked in different places of California, and  
8 traveled in different places of California. I think  
9 there's also a breadth in terms of what the analytical  
10 capacity of the Commissioners needs to be, they need to  
11 not only be able to identify what is the relevant  
12 information to the task at hand, the redistricting  
13 process, but they also need to be able to critique and  
14 interpret data that is developed by the staff, that is  
15 developed by consultants. That can run the gamut from  
16 anything from quantitative data, the Census data,  
17 specifically, or it can be in terms of qualitative data,  
18 from interviews, focus groups, community meetings, and  
19 then a third would be a comfort level with the Geographic  
20 Information Systems, or mapping to actually generate the  
21 maps and the reports that will have to justify how those  
22 maps were created.

23           I would say, also, a good Commissioner will need  
24 to have a strong understanding of California's current  
25 political process and districting lines, as they are

1 drawn, how they are working, maybe some of the challenges  
2 of how they're currently constructed.

3           On the second point, to operations and management,  
4 there are several different components to that, as well.  
5 The most essential, I think, is around project management.  
6 The Commission is going to have a fairly tight timeline in  
7 which to accomplish a monumental and, in some ways,  
8 experimental task, and so being able to come early on with  
9 a clear sense of the scope of the work, a timeline that  
10 will actually allow that work to be realized, and having  
11 clear perimeters and understanding how the legislation  
12 impacts the work, how the budget impacts the work.

13           Another piece would be around the Human Resources  
14 angle, and as I understand it, the Commission would be  
15 tasked with setting job descriptions, with hiring, both  
16 consultants and staff, and doing the supervision and  
17 evaluation of how those employees are performing. So, I  
18 think a background in some level of Human Resources will  
19 be really important to help that. And then the other  
20 piece of operations and management is around the logistics  
21 of how do you operate on a Board or a Commission,  
22 everything from parliamentary procedure, Roberts Rules of  
23 Order, understanding of the Open Meeting laws, etc.

24           So, the third category, the soft skills, is the  
25 one that I think gets the least attention, often times,

1 and I see it play out in my professional life all the  
2 time, that you have both the hard skills and you have some  
3 expertise around operations and management, but you really  
4 can't deal with people, you can't build consensus, and so  
5 you're the lone vote over off in the corner. And that's  
6 really not what this Commission needs, it needs to come  
7 with many folks who are willing to both recognize who they  
8 are in how and where they come from impacts their  
9 perceptions of the political process, but also be flexible  
10 and respectful of people who come from different  
11 backgrounds and have different perspectives, and  
12 understand that this redistricting process, for example,  
13 is not about me and where I come from, it's about the  
14 State of California and being able to integrate all these  
15 different voices into the political process towards good  
16 government and the public good. So, those are the three  
17 skill sets I would recommend that you look for in  
18 Commissioners.

19 Of those skills, which do I possess? I feel that  
20 I have a really strong grounding in all three of these  
21 areas. I will say that the soft skills were the ones that  
22 came more innately to me, and the hard skills and the  
23 operations and management have been the ones that I've  
24 cultivated over the course of my career through my  
25 undergraduate education, my graduate degree in City and

1 Regional Planning, and through my professional work  
2 experience and the different non-profit Boards that I have  
3 served on. In addition to the non-profit boards that I've  
4 served on, I have been on a number of different steering  
5 committees of various initiatives, partnerships, programs,  
6 projects, and so I feel that I bring a lot of strength  
7 across a variety of areas. I will say, though, that I  
8 think a challenge for this Commission and all the  
9 Commissioners on it, will be just the massive task in a  
10 very short amount of time, in being able to identify how  
11 to sequence the different pieces of the work, and identify  
12 what roles each Commissioner would most effectively play  
13 in that there are only going to be 14 of them.

14 In terms of anything in my life that would  
15 prohibit or impair my ability, I serve currently on two  
16 nonprofit Boards, and pending the outcome of this  
17 application process, if I am selected, my thinking is that  
18 I will take a leave of absence from those two Boards, so  
19 as to really create the space and ability to be able to  
20 focus on this task.

21 MS. RAMIREZ-RIDGEWAY: We have about 14 minutes  
22 remaining. Describe a circumstance from your personal  
23 experience where you had to work with others to resolve a  
24 conflict or difference of opinion. Please describe the  
25 issue, and explain your role in addressing and resolving

1 the conflict. If you are selected to serve on the  
2 Citizens Redistricting Commission, tell us how you would  
3 resolve conflicts that may arise among the Commissioners.

4 MS. GALAMBOS MALLOY: Thank you. Several years  
5 ago at my organization, one of the projects that we were  
6 involved in was co-chairing a Real Estate Investment Fund  
7 called the Community Capital Investment Initiative, it was  
8 part of a group of funds called the Bay Area Family of  
9 Funds. The Co-Chair on that project with us was the Bay  
10 Area Council, which is a consortium of the largest  
11 employers in the Bay Area, a very large political player  
12 in the region. And the purpose of our fund was to attract  
13 private investment into the Bay Area's most highly  
14 impoverished neighborhoods and use market forces to  
15 address both social issues around poverty, and also  
16 environmental issues around greenhouse gas emissions.

17 Now, due to the unique backgrounds of our  
18 organizations and the fact that we were coming at this  
19 project from different sectors, there were often times  
20 that we had disagreements about how this fund should  
21 actually work. And one of the biggest issues that came  
22 out to play was, how do we actually weigh the different  
23 aspects of the triple bottom line fund if there is any  
24 sort of tension between a financial rate of return, a  
25 social return, or an environmental return, how do we

1 prioritize amongst those three different things? So, the  
2 conflict early on was which neighborhoods do we invest in,  
3 a very political decision when you only have so much money  
4 and you have to figure out who to distribute it to.

5           And so, in order to really ground that  
6 conversation, I played the role of gathering quantitative  
7 data that could help us decide which were the  
8 neighborhoods we wanted to target, and we looked at a  
9 variety of indicators, including poverty rates, access to  
10 community services and amenities, and we used that to  
11 draft a list of priority neighborhoods where we would  
12 focus our efforts, and those neighborhoods would sort of  
13 be the first in line to get the resources, should there be  
14 a real estate deal that fit the parameters that we were  
15 looking for.

16           In addition, the Bay Area Council and our Fund  
17 Manager, they did a lot of work figuring out what the  
18 baseline rate of return was that we needed in order to  
19 attract a strong investor pool and to actually make the  
20 fund penciled out. And so, within that, it became clear  
21 that we had some leeway to both look at investing in some  
22 projects that were in severely under-resourced communities  
23 that the projects themselves would not generate a very  
24 high rate of return, but we could only do that by also  
25 investing in some projects that might be placed in more

1 affluent communities, or moderately affluent communities,  
2 in order that those projects could actually generate the  
3 revenue to support the less high rate of return projects.  
4 So, this was a really steep learning curve for my  
5 organization, we'd never been involved in a Real Estate  
6 Development Fund before, and so it took a lot of hard  
7 conversations, a lot of technical capacity building, going  
8 to classes, sitting and doing lots of calculations  
9 together. But, you know, looking back at the portfolio  
10 and all the projects that resulted from it, yes, I have my  
11 favorite projects from amongst those that got built, but I  
12 know the ones that got built would not have been able to  
13 even see the light of day had it not been for those other  
14 projects that were in more affluent communities, that  
15 actually generated the funds to make that possible. So, I  
16 think it's a really good example of how we worked through  
17 a conflict and actually have something physical in terms  
18 of bricks and mortar to show for it.

19           If I'm selected on the Commission, how would I  
20 resolve conflicts? So, one of the ways in which I did  
21 this within the Community Capital Investment Initiative  
22 was, where there were points of tension, to really look at  
23 the data available to drive the decision-making process.  
24 Oftentimes we come with our own preconception of what we  
25 think should be done and maybe based on a personal

1 experience we've had in the past. It may be based on the  
2 neighborhood we grew up in, some stories that we heard,  
3 and really being able to say, "Yes, that's real for you,  
4 but what is the data at hand that will allow us to make  
5 the best decision, moving forward?" So, I'm a very data  
6 driven person and I think I would use that framework to  
7 really focus my fellow Commissioners on what we needed to  
8 do together.

9 MS. RAMIREZ-RIDGEWAY: How will the Commission's  
10 work impact the State? Which of these impacts will  
11 improve the State the most? Is there any potential for  
12 the Commission's work to harm the State? And, if so, in  
13 what ways?

14 MS. GALAMBOS MALLOY: The biggest impacts that I  
15 see happening is, as I mentioned, I've lived in different  
16 parts of the State, and over the years, anecdotally, I've  
17 seen that many of the people that I've worked with, or  
18 lived near, the population has really been shifting east,  
19 it's been shifting inland, and I anticipate that, with the  
20 Census data coming out, that there is going to be a big  
21 shift in terms of the political power and voice that is  
22 going eastward. As I see it, what that might result in is  
23 really better attention to some of the issues that are  
24 facing the inland valleys of California from an urban  
25 planning and policy perspective, too, that would cross my

1 mind, immediately would be access to water; another could  
2 be air quality. But I actually see it as a positive  
3 because I feel like I have seen how difficult it has been  
4 for some of those issues to come to light with the current  
5 political representation that we have. Another impact  
6 that I think could be a positive thing is that, as know  
7 from the polls that we've seen, that Californians have a  
8 very luke warm to negative impression of how work in  
9 Sacramento is really progressing, and I think that, if the  
10 right Commission is established and they are principled in  
11 the way that they do their work, the redistricting process  
12 could actually go a long way towards rebuilding community  
13 confidence in the political districts, in the political  
14 process, so that not only people see themselves reflected  
15 in the districts as they are drawn, but then they see  
16 election after election that it actually impacts the work  
17 that is going on here in Sacramento as they see their  
18 voices reach the halls here.

19           When you ask about the potential to harm the  
20 State, one of the aspects of the Commission's selection  
21 process that is challenging is that the Commission is not  
22 structured in a way that it has to reflect the diverse  
23 demographics of the State, and so if we look at the  
24 Applicant pool, we notice that it is not a direct  
25 reflection in terms of race, ethnicity, age, gender, all

1 the different factors that you could take into account,  
2 and so I think - I don't envy your jobs in terms of having  
3 to balance all the factors of the different applicants,  
4 but I think that, having in mind how not only people would  
5 do their jobs, but in addition to that, what relationships  
6 do they bring? What communities do they connect with?  
7 And how will that impact the ultimate outcome of the maps  
8 and the reports that are drawn up by this Commission?

9 MS. RAMIREZ-RIDGEWAY: Describe a situation where  
10 you have had to work as part of a group to achieve a  
11 common goal. Tell us about the goal, describe your role  
12 within the group, and tell us how the group worked or did  
13 not work collaboratively to achieve this goal. If you are  
14 selected to serve on the Citizens Redistricting  
15 Commission, tell us what you would do to foster  
16 collaboration among the Commissioners, and ensure the  
17 Commission meets its legal deadlines.

18 MS. GALAMBOS MALLOY: I'd refer back, actually, to  
19 the Community Capital Investment Initiative Project that I  
20 mentioned earlier. One of the goals of the fund, both  
21 between our organization and the Bay Area Council is that  
22 we wanted to be able to support non-profit developers'  
23 ability to build affordable housing and community services  
24 and amenities in underserved communities. The reality  
25 was, with the fund that we created, very few of those

1 projects actually occurred, and we learned along the way  
2 that the reason for that was that the fund was too  
3 expensive for them to afford, particularly when you  
4 consider that many of these developers had access to  
5 government grants or tax credits that would actually come  
6 at a cheaper price than what our fund was offering.

7           So, my role in this was leading the research and  
8 development around a concept for a new fund that would  
9 target nonprofit developers. We convened focus groups and  
10 interviews with nonprofit developers to find out how we  
11 needed to structure a fund so it would be attractive and  
12 affordable and accessible to them, and also compatible  
13 with their other funds that they were using. Based on the  
14 concept paper, my Executive Director and I, along with  
15 others from the Bay Area Council, we then began the  
16 Investor Fund Development process, and so we reach out to  
17 a number of mainstream financial institutions, community  
18 development financial institutions, and also private  
19 foundations that offer program-related investment funds.  
20 Unfortunately, as we were going through this process, the  
21 real estate market started to cool off and so we had to  
22 put the concept on the shelf for the immediate future, but  
23 I do think it's a good example of, again, a group working  
24 together towards a common goal, and a way that I've played  
25 a leadership role in making that happen.

1           The second part of the question was around what I  
2 would do to foster collaboration amongst the Commissioners  
3 and ensure we meet our deadlines. One of the first things  
4 I would encourage our Commission to do is really get a  
5 good understanding of who we are and what skills and areas  
6 of expertise we each bring to the table. I would be happy  
7 to play a leadership role in terms of helping draft a  
8 project management framework and timeline, and something  
9 where we can really see that each Commissioner's expertise  
10 is reflected in the areas of work that they're actually  
11 leading. I would also encourage that we build an  
12 evaluation component throughout, so that, as we go through  
13 this initial process, we have stellar documentation of  
14 every piece along the way, and that can inform future  
15 redistricting efforts to be even more robust.

16           MS. RAMIREZ-RIDGEWAY: We have about three minutes  
17 remaining. A considerable amount of the Commission's work  
18 will involve meeting with people from all over California  
19 who come from very different backgrounds and very  
20 different perspectives. If you were selected to serve on  
21 the Commission, tell us about the specific skills you  
22 possess that will make you effective in interacting with  
23 the public.

24           MS. GALAMBOS MALLOY: So, as you know from my  
25 application, I currently live in the Bay Area and I work

1 at an organization that serves those nine counties, but  
2 I've lived in other areas of the State for extensive  
3 periods of time, including Riverside, San Bernardino, Los  
4 Angeles, San Diego, and Orange County, and I also have  
5 friends and relatives in many other parts of the State,  
6 and for the sake of time, I won't give you an exhaustive  
7 list. But I say all this to demonstrate that I really  
8 have a first-hand understanding of the different faces of  
9 California, both in terms of geography, in terms of  
10 demography, and in terms of politics.

11           The second thing that I would bring is that my  
12 role as an urban planner and my strength is in engaging  
13 communities, diverse communities, in formal planning and  
14 policy processes, and those same communities are often the  
15 ones who have historically not been as engaged in the  
16 political process. Thus, I feel the practices and  
17 relationships that I bring would really enhance the  
18 community engagement piece of the redistricting process.  
19 I thrive off of meeting people and caring what they have  
20 to say first-hand. I speak English and Spanish fluently,  
21 and can conduct meetings in both languages, and I've also  
22 worked with interpreters across a wide variety of  
23 languages. Doing so has made me a very patient  
24 facilitator and listener because it takes time to  
25 translate, and more thoughtful in the process that I

1 follow in engaging communities.

2           And the last thing that I would say to that speaks  
3 more to my personal background in that I have a very  
4 unique experience, having been born into a Black Latino  
5 family and, later being adopted by a Caucasian family, and  
6 so, as an adult, I bring relationships with all the  
7 different aspects of both my racial, ethnic,  
8 socioeconomic, and geographic parts of me, and I think  
9 that, therefore, it's really a blend of both my  
10 professional experience and my personal experience that  
11 will allow me to navigate the redistricting process.

12           MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

13           CHAIR AHMADI: Yes, thank you. Good afternoon,  
14 Ms. Malloy. Let me ask you for some details on your  
15 response to question 5, part of the response. You said  
16 that engaging diverse communities is important and you  
17 will be focusing on that. Have you given any thoughts how  
18 to approach to engage the diverse communities, which  
19 communities, for example, would you go first? And, you  
20 know, given that we have a short timeframe for the  
21 Commission's work, have you given it any thought?

22           MS. GALAMBOS MALLOY: Well, you know, the way that  
23 I have functioned in both my current employment position  
24 and the previous one before that, they both have been  
25 regional entities, and so thinking of California as a

1 series of regions, I think, is an effective and manageable  
2 way to break down how we look at the community engagement  
3 process, and also because I really see the spirit behind  
4 the redistricting process as trying to identify  
5 communities that share similar traits, and we can say  
6 traits can mean a lot of different things, but therefore  
7 thinking regionally makes a lot of sense to me. So,  
8 within any given region, there would need to be some  
9 baseline research to understand the demographics, how all  
10 those demographics play out geographically. And to me, I  
11 have some questions around whether it would make the most  
12 sense to start in a specific place and sort of work your  
13 way down, or whether we might want to have work going on  
14 simultaneously in different regions as more of an  
15 iterative process and in the recognition that there is  
16 only so many months to work with. And I think part of how  
17 we choose to do that will depend on the Commissioners that  
18 are actually chosen, and what relationships and strengths  
19 that they bring.

20 I would anticipate that we will need a lot of  
21 support for conducting multi-lingual meetings and that one  
22 of the strengths that has helped our organization to do  
23 good urban planning that involves many different community  
24 members is to work through existing community  
25 organizations. So, going to local ethnic churches, for

1 example, or community centers, and really, as opposed to  
2 holding a hearing in the Government facility in a given  
3 area, that you are actually going out and meeting people  
4 where they already are, particularly when you are dealing  
5 with the political process, that people are not very  
6 familiar with. So those would be some of my initial  
7 thoughts.

8 CHAIR AHMADI: Okay, and what type of information  
9 would you be gathering?

10 MS. GALAMBOS MALLOY: At the meetings?

11 CHAIR AHMADI: Yes. Well, previous to the  
12 meetings, I would really encourage that we, either  
13 ourselves, or through our staff or consultants that we  
14 hired, had a review of all the demographic data as  
15 available from the last round of the Census, so that we're  
16 going into it kind of already knowing - almost like what  
17 you're doing here in this process, knowing what I look  
18 like on paper, right? And then, going in and having the  
19 hearings that actually verify, "Is this an accurate  
20 picture of what this community is, in reality?" And, you  
21 know, being that some of the work that I've done is around  
22 engagement, I know that probably not everyone was counted  
23 in the Census, and most likely, a lot of the folks that  
24 weren't counted in the Census come from communities of  
25 color, and they may come from low income communities, and

1 so really having an eye to make sure that there is  
2 balance, and to see if the Census information that we see  
3 on paper reflects who we are seeing at our community  
4 forums, and if it doesn't, who are the voices that are  
5 missing, and what can we do to better access them?

6 CHAIR AHMADI: So, let's say, hypothetically, you  
7 identify a community - in your terminology - a community  
8 of color people - community, I believe you said, excuse  
9 me, what kind of information do you think the Commission  
10 must have from that community to enable it to make the  
11 best decision for them?

12 MS. GALAMBOS MALLOY: I think we need to have an  
13 understanding of the various indicators that make up one's  
14 lived experience if they are in this community, so  
15 socioeconomic status, what are the access to different  
16 services and amenities? What is the industrial and  
17 economic base of a given neighborhood, or of a given  
18 region? How does that impact people's access to  
19 opportunity, access to the political process? I think  
20 understanding the breadth of linguistic skills and also  
21 the limitations within various communities will really  
22 shed light on how we think about representation and how  
23 has on a daily basis access to the politicians that are  
24 there to represent them, and where adjustments need to be  
25 made.

1           CHAIR AHMADI: Okay, that kind of leads me to my  
2 next question. In your application, you state that  
3 perception in a time of reality is that people of color in  
4 low income communities lack the information and resources  
5 to participate effectively in the long term metropolitan  
6 planning and policy making processes. If selected as a  
7 Commissioner, how would you use your role in helping to  
8 change this?

9           MS. GALAMBOS MALLOY: Well, I'll give you an  
10 example of some of the work that we have done in Richmond  
11 around planning issues. Richmond is a very multi-lingual,  
12 multi-racial, multi-ethnic city, and our organization was  
13 involved in some work around the General Plan Update,  
14 which was an urban planning document that guides the  
15 policies surrounding land use in the city for the coming  
16 decades. And in order to have that document be able to  
17 reflect all the members of the community, we facilitated a  
18 community education process where we evolved the Mien and  
19 Lao communities through existing community institutions  
20 where we worked through community organizations primarily  
21 serving the Latino Community, and community organizations  
22 serving the African-American community, and community  
23 organizations that served the Caucasian community and all  
24 of the above. We didn't just translate the materials  
25 around our planning process into the languages that spoke

1 to those folks, but we actually worked with key leaders in  
2 those communities to figure out how to reframe our work in  
3 a way that would resonate with people's lived experience.  
4 So, for example, we learned that, in the Mien and Lao  
5 communities back home, folks had different types of  
6 structures around land ownership, and being able to know  
7 that and to integrate that into how we were talking about  
8 community resources and community land use made a big  
9 difference in terms of people's interest and involvement  
10 and feeling like it was something that was important for  
11 them to be involved with. Simultaneously, we were also  
12 engaging the decision-makers with elected and appointed  
13 officials in the City of Richmond so that they could  
14 understand the priorities and questions and concerns that  
15 were being generated by their constituents and by the  
16 residents. So we would periodically bring the groups  
17 together so that they could learn from each other. Now,  
18 we still have not adopted our General Plan in Richmond, so  
19 the work continues on, but we feel like we've laid  
20 effective ground work and, to me, that's a similar type of  
21 learning experience that I would hope we would accomplish  
22 through redistricting.

23 CHAIR AHMADI: Okay, thank you. I have a quick  
24 question before I forget, let me ask you that one. And  
25 this is in response to question 1, and also in your

1 application, you indicate that you have been involved with  
2 many committees, or numerous committees. Are any of these  
3 committees being appointed by the State officials?

4 MS. GALAMBOS MALLOY: No.

5 CHAIR AHMADI: Nonprofit? Or -

6 MS. GALAMBOS MALLOY: Yeah, the Boards that I've  
7 served on have all been nonprofit Boards, and the  
8 different steering committees have also been nonprofit or  
9 similar to the Community Capital Investment Initiative, a  
10 nonprofit/private partnership.

11 CHAIR AHMADI: Thank you so much. You mentioned  
12 that you are a data-driven person. And I'm sure that you  
13 will be dealing with a lot of data, should you be selected  
14 as a Commissioner. But you also mentioned something about  
15 the importance of being able to quantify the data or  
16 information, especially when you have data in terms of,  
17 you know, interests, for example, preferences. How would  
18 you go about doing that? Do you think that's possible?  
19 Or to a degree that is possible? If you can help us with  
20 some of your thoughts.

21 MS. GALAMBOS MALLOY: Can you repeat the - or  
22 reframe the question a little bit? I want to make sure I  
23 understand it.

24 CHAIR AHMADI: In your mind, when you have  
25 information, when you gather information from these, for

1 example, communities, that you think is necessary for the  
2 decision-making on the Commission, is there a way that you  
3 can quantify that information? Because, if I heard you  
4 correctly, you said that you're able to quantify  
5 information that are not otherwise in numeric terms.

6 MS. GALAMBOS MALLOY: So, as I understand it, it  
7 is how do you take this more qualitative data and actually  
8 make it manageable and sort of compare apples to apples in  
9 terms of how you weigh it also with your other  
10 quantitative data?

11 CHAIR AHMADI: Correct.

12 MS. GALAMBOS MALLOY: So the way that I  
13 experienced it in my educational career and through the  
14 Social Science is, when you are doing qualitative  
15 research, that you look for themes and you look for  
16 recurrence of the same theme. So, for example, if we're  
17 doing a focus group or we're doing any sort of key  
18 interviews, the documentation on every word that is said  
19 is very important, and so you are able to identify general  
20 trends in terms of the conversation, and that's why it's  
21 very important that, whoever you have in the room at these  
22 meetings is actually representative of a wide cross-  
23 section of the community because I can take my notes and  
24 say, you know, throughout the meeting, "We heard seven  
25 times that there were issues around access and

1 affordability to public transportation in this area." Or,  
2 "We heard that there is a large population of refugees in  
3 this community that maybe aren't of the same race or  
4 ethnic background as what has shown up in our Census  
5 data." So, we start to see themes, and where there is  
6 conflicting information, those are the areas that I think  
7 we would need to hone in on, to figure out how to resolve  
8 them. So, it is more - I see the qualitative data as an  
9 opportunity to cross-check the quantitative data as it  
10 exists.

11 CHAIR AHMADI: And what is the benefit of doing  
12 that?

13 MS. GALAMBOS MALLOY: You know, my experience from  
14 being an Urban Planner is that numbers only tell one side  
15 of the story, and in filling out the Census, there are  
16 boxes that not everybody understands how to fill out, or  
17 that they may feel does not capture who they really are,  
18 and so we are working within the limitations of the data  
19 that we have and just trying to complement to make sure we  
20 have a more robust understanding of the community with  
21 which we are dealing.

22 CHAIR AHMADI: Okay, thank you. How much time do  
23 I have left? What would some of the Commission's  
24 challenges be in ensuring that residents from all  
25 geographic regions in the State be included in the

1 redistricting efforts?

2 MS. GALAMBOS MALLOY: I think some of the  
3 challenges are, not all areas of the State have similar  
4 social infrastructure, I'll call it. And when I referred  
5 to earlier a key part of my community engagement process  
6 is identifying existing community institutions to work  
7 through in accessing community members, there is some -  
8 you know, I think the Bay Area is such a dense area in  
9 terms of non-profit organizations, community-based  
10 organizations, faith-based organizations, and I know that  
11 in other parts of the State, you know, my grandparents  
12 used to live in Blythe down on the border in Southern  
13 California, the border with Arizona, and there are much  
14 fewer civic engagement entities, there are fewer churches,  
15 fewer of a lot of different things, and so, if we think of  
16 that as a key part of how we actually access the local  
17 community, I think as a Commission we would have a much  
18 heavier lift going into those types of areas and really  
19 needing to start from scratch in terms of there may be  
20 some partners, they may not be the ideal partners, they  
21 may not even be the partners that have the capacity to do  
22 the work that we are hoping they can help us do, and so we  
23 will really have to survey the landscape and figure out  
24 how we balance the resources that we're putting into the  
25 process in different areas of the State, so we compensate

1 for those differences.

2 CHAIR AHMADI: Okay, thank you so much. No more  
3 questions.

4 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

5 VICE CHAIR CAMACHO: Thank you. Hello, Ms.  
6 Galambos Malloy?

7 MS. GALAMBOS MALLOY: Close enough.

8 VICE CHAIR CAMACHO: As a Diversity Director for  
9 the American Planning Association, what specifically have  
10 you accomplished to benefit the underrepresented? And how  
11 would that knowledge and skills that you've learned there  
12 help you as a Commissioner?

13 MS. GALAMBOS MALLOY: That's a great question.  
14 I've been on that Board since I was a graduate student at  
15 U.C. Berkeley. I was a student representative and, then,  
16 as soon as I graduated, I transitioned into the Diversity  
17 Director role. There are different tracks to the efforts  
18 that we are doing on that Board around diversity; the goal  
19 is - it's very similar to the redistricting process,  
20 actually - is that we look at the demographics of urban  
21 planners who are members of the American Planning  
22 Association. In California, there's a very big  
23 discrepancy in terms of the demographics of the planners  
24 and the demographics of the communities that they're  
25 serving. So, there's both a piece around being able to

1 impact the pipeline of planners that are coming up through  
2 school and into the profession, and support and mentor  
3 them to be able to succeed, but there is also the piece  
4 around being able to provide educational programming and  
5 real practical tools for the planners who are working in  
6 communities where they may not have much in common with  
7 the people that they're working with. So, when I first  
8 came into the position, one of the very basic things that  
9 we did was to start having regular diversity related  
10 events in educational forums, so this fall we're having a  
11 series of Wednesday night sessions where we focus on  
12 different urban planning topics, looking at underserved  
13 communities and, particularly in this area where there are  
14 shrinking public sector and private sector resources to do  
15 good planning, providing some tools that planners can  
16 actually use in how they do their community outreach, or  
17 how they develop their local plans. So, one of the  
18 sessions that we're hosting is around transit-oriented  
19 development which, of course, with SB 375 and AB 32, it's  
20 all - everybody in the Urban Planning world is very  
21 concerned with how do we focus growth into areas that have  
22 access to transit; and, then, on the other side of that  
23 coin, how do we also make sure that focusing that growth  
24 does not escalate the prices in those transit rich areas  
25 to the extent that it necessitates that people who have

1 lived there for some time are no longer able to afford  
2 living there, or perhaps people who have more modest  
3 means, who might work in an area, again, wouldn't be able  
4 to afford to live there. So, we have one session that's  
5 focusing on transit-oriented development, focusing on  
6 different case studies of places around the Bay Area  
7 region where they have put into place policies that have  
8 helped them achieve those goals; another one of them is  
9 around local hire tools and how, if you're doing  
10 development in a given area, how do you balance both  
11 providing jobs for the region, and at the same time having  
12 a focus to ensure that the existing residents of that  
13 community in some ways have a priority of access to those  
14 jobs that you're creating. So, we have the educational  
15 programming that we're doing, we also have efforts where  
16 we're actually going out into the schools to talk to  
17 students that typically aren't exposed to the field of  
18 Urban Planning, until often they reach college, or, worse  
19 yet, grad school, and by then they've really locked in on  
20 what their career path is already going to be. And so,  
21 going into the high schools, going into the middle  
22 schools, and doing, in effect, a career day. Some  
23 Planners within our Association are doing applied  
24 activities where you actually take on a little urban  
25 planning project for a couple of hours, and they get some

1 experience and it kind of exposes them to a new way of  
2 thinking about their careers, and so that is something we  
3 have been gathering volunteers and are doing periodic  
4 engagement with the schools around that. So, those are  
5 two of the things. We also, on an annual basis at the  
6 Statewide American Planning Association Conference, we  
7 have a diversity summit, and this year the theme is around  
8 how to maintain diverse staff and diversity in your  
9 planning outcomes in a time where the economy is really  
10 shrinking. And so we've seen that the economy has had a  
11 big impact on a lot of younger planners who tend to be  
12 more planners of color, who have either lost their jobs,  
13 who have gotten demoted, maybe are no longer able to  
14 afford their professional association dues, and so  
15 therefore are losing some of the key aspects of how you  
16 succeed and are mentored into a career. And also, we are  
17 having a session at the Statewide Conference around how to  
18 deal with those issues and I'm going to be one of the  
19 guest speakers on that topic.

20 VICE CHAIR CAMACHO: You talked about the training  
21 classes that you're having for dealing with the Bay Area.  
22 Have those classes been going on for some time? Or are  
23 these new classes?

24 MS. GALAMBOS MALLOY: A bit of both. We have been  
25 doing this type of education around Urban Planning issues

1 in local communities where we work. And the goal behind  
2 this is that we're actually now, in addition to working  
3 with some of the community residents that we've been  
4 working with, we're intentionally engaging the elected and  
5 appointed officials in those local areas to sort of mirror  
6 the type of education process that I was talking about in  
7 the City of Richmond, so that people are able to  
8 essentially speak the same language and to have been  
9 exposed to similar types of tools and ideas, and that  
10 those become the baseline for how they interact and how  
11 they do planning and policy moving forward. So this  
12 fall's season will be the second year that we've had this  
13 type of session where we're involving the decision-makers,  
14 but for many years previously, we've been doing the  
15 ongoing work with the community members.

16 VICE CHAIR CAMACHO: Have you seen - this has only  
17 been a year, in effect - but have you seen any difference  
18 in the students that have been coming to the classes, to  
19 see the changes or the understanding of this diversity?

20 MS. GALAMBOS MALLOY: I would say yes. I mean, we  
21 have seen, you know, students who come with an idea of how  
22 they think their community could be a better place and be  
23 able to turn that into a concrete either project, pilot  
24 project, or a policy idea, that they're able to build some  
25 consensus with amongst other folks that they work with.

1 And so, coming through these classes, then, we have a  
2 feeder pool of individuals who are going on to say, "Not  
3 only am I going to come to classes to learn about this,  
4 but I actually want to be a Planning Commissioner." Or,  
5 "I actually want to serve on the Human Relations  
6 Commission," because they feel like they have some  
7 technical skills and support to actually succeed in that  
8 role, whereas before they would have seen those roles as  
9 something that was not, a) something not available to  
10 them, or b) something that they would not be able to add  
11 value in doing.

12 VICE CHAIR CAMACHO: The students that do come to  
13 these training classes, what's the mix of those  
14 individuals?

15 MS. GALAMBOS MALLOY: Mix in terms of...?

16 VICE CHAIR CAMACHO: Socioeconomic, race, gender.

17 MS. GALAMBOS MALLOY: It's quite a variety, and  
18 this is an intentional effort on our part in terms of the  
19 outreach and recruitment that we do for the events, to  
20 ensure a really rich conversation and varied perspectives  
21 that feed into those conversations. So, for example,  
22 we've had - I'm thinking of one event - we had about 100  
23 people, we had maybe a quarter of them were appointed or  
24 elected decision-makers, we had a remaining quarter to a  
25 third of them were community members who were either

1 connected to some sort of nonprofit organization, or were  
2 just concerned citizens that were becoming more engaged  
3 with planning issues. You know probably two-thirds of  
4 those 100 people were people of color. We had a variety  
5 of ages there. We've actually been working with more  
6 young people who are either in high school, or  
7 transitioning out of high school. There are certain  
8 commissions that actually have youth seats on them now at  
9 the local level, or we also have in some of our cities  
10 specific youth commissions, which are a really good place  
11 to create a feeder pool of engaged young people to move  
12 into public service. And then we also have a variety of  
13 City staff that come to these types of events because  
14 their staff are shrinking and they're trying to figure out  
15 how they can still do their job well and they need  
16 relationships and tools to help them be able to do that.  
17 So, we've been really excited with the turnout we've seen  
18 with that. The American Planning Association is co-  
19 sponsoring those Wednesday night events, and so we feel  
20 like this is going to continue on for many years.

21 VICE CHAIR CAMACHO: One of the aspects is going  
22 to schools to do an outreach type of effort. How are the  
23 schools selected?

24 MS. GALAMBOS MALLOY: Well, we've started with the  
25 schools where one of our existing either board members or

1 members-at-large have some sort of a relationship, sort of  
2 a low hanging fruit, if you will. Because of the fact  
3 that it is a newer program, sometimes it can be difficult  
4 given how overworked the school staff are to really help  
5 them see the value of how this is going to help their  
6 students succeed and make the staff's lives easier.

7 I've done other types of work in the schools, as  
8 well, and so we started with a handful of schools where we  
9 either know the Career Counselor, or, you know, a parent  
10 has their kids in that school, and so has access to the  
11 teachers, has access to some of the counselors to say,  
12 "Hey, this would be a really great idea. Would you guys  
13 be open to it?" And, in addition, in the South Bay part  
14 of our region, the San Jose State University, the way that  
15 they're structured, they have a really close relationship  
16 with the surrounding community, and so there's staff and  
17 faculty that are regularly doing workshops in the  
18 community, that has done projects with youth before, and  
19 so we're starting with those types of relationships, and  
20 then we feel like, as we show that this is a successful  
21 model, that the students are really interested in it, that  
22 we've refined our presentation to make it more engaging  
23 and exciting, that we will then have ability to access  
24 more schools.

25 VICE CHAIR CAMACHO: Okay. As you know, one of

1 the tasks of the Commission is to select a Chair and a  
2 Vice Chair for the Commission. How would you suggest  
3 selecting a chair for the Commission? And how would you  
4 suggest that the Commission go about selecting other  
5 staff?

6 MS. GALAMBOS MALLOY: Well, as I mentioned in the  
7 pre-set questions that I had had, the early on being able  
8 to map the qualities that each Commissioner brings to the  
9 table, their unique areas of expertise, their background,  
10 I think, will really help shed light on who would be an  
11 effective Chair. To me, an effective Chair, of all the  
12 three different skill sets that I had mentioned, the soft  
13 skills, so to speak, the consensus building, is going to  
14 be the most important aspect, anybody that is going to be  
15 serving in that type of leadership capacity, because I  
16 believe the role of the Chair is not just to perform the  
17 formal functions of conducting meetings, but really to  
18 ensure that the Commission comes out at the end of this  
19 process with quality products, with quality maps, with  
20 quality reports. And so they need to be able to both  
21 listen, but also lead people through a process to make  
22 decisions together. So, I would suggest us sharing not  
23 even so much through applications, although that would be  
24 one piece of it, but to really have an opportunity to  
25 listen to each other and hear where we think our own

1 strengths are, and what we would bring to the table. And  
2 I think that should be a Democratic process in terms of  
3 the Commissioners actually voting on who needs to be in  
4 that type of leadership position. For the Vice Chair  
5 position, I think similar qualities would be helpful. I  
6 might focus a bit more on someone who was really strong in  
7 management operations for the Vice Chair position, someone  
8 who could really have an eye to the structure that is  
9 going to allow the work to move forward. And, again,  
10 given that our whole purpose here is to improve the  
11 Democratic process in California, I would think that all  
12 of these positions should be decided by a vote. As we  
13 have the whole project management scope lay out in draft  
14 form early on in the process, those on the Commission who  
15 have expertise and background in human resources could  
16 play a lead role in drafting job descriptions. Of course,  
17 it would be an iterative process with the Commissioners to  
18 kind of review and update, but I feel, in order for the  
19 work to move forward in the amount of time we have, we  
20 need to be willing to have leaders who are just saying,  
21 "Here's something to respond to," vs. starting from  
22 scratch. So, that would be my approach.

23 VICE CHAIR CAMACHO: You are in a public meeting  
24 as a Commissioner and several communities of interest are  
25 scheduled to testify. What important questions would you

1 ask to help you identify each community of interest?

2 MS. GALAMBOS MALLOY: Could you repeat the  
3 question one more time?

4 VICE CHAIR CAMACHO: No problem. You are in a  
5 public meeting as a Commissioner and several communities  
6 of interest are scheduled to testify. What important  
7 questions would you ask to help you identify each  
8 community of interest?

9 MS. GALAMBOS MALLOY: I would ask questions such  
10 as where people live, what neighborhood and community they  
11 feel like they identify with, where they perceive the  
12 boundaries of their community to lie; that may take the  
13 form of roads, it may take the form of the church on the  
14 corner, but really asking questions that allow people to,  
15 in their own words, describe what they see as the  
16 boundaries of their community. I'd also ask questions  
17 around what schools they identify with, what types of  
18 people live near them, what types of people work in that  
19 community, and so I think we could work together on the  
20 front end to develop what that rubric is for the questions  
21 that we ask because, similar to the process here with even  
22 choosing the Applicants for the Commission, everybody  
23 needs to be asked the same question in order that we have  
24 the right data to be able to have an accurate picture of  
25 what's going on across the state.

1           VICE CHAIR CAMACHO: With this rubric, how would  
2 you suggest developing it?

3           MS. GALAMBOS MALLOY: I would think it would need  
4 to be a collaborative process amongst the Commissioners.  
5 You know, we have with some of the work that I've done,  
6 the way it would look in terms of being functional is,  
7 it's a spreadsheet where you do your best brainstorming on  
8 all the different characteristics of how you might define  
9 a community, or how you might define the boundaries,  
10 political boundaries of a community. And then we go about  
11 actually trying to weigh the different characteristics and  
12 which ones we would see as more definitive, or important,  
13 in drawing those boundaries. So, I think we may have a  
14 huge list to begin with, and then being able to see  
15 everything visually next to each other, it allows you to  
16 winnow down what information is really relevant, and focus  
17 on those things.

18           VICE CHAIR CAMACHO: Thank you. That was my last  
19 question.

20           MR. RAMIREZ-RIDGEWAY: Ms. Spano.

21           PANEL MEMBER SPANO: Good afternoon.

22           MS. GALAMBOS MALLOY: Hi.

23           PANEL MEMBER SPANO: You state that you often  
24 serve as a mediator or ombudsman on coalitions to  
25 facilitate controversial decision-making, skills that will

1 go a long way towards moving forward the work of the  
2 Commission. Can you - for what coalitions did you act as  
3 a mediator or ombudsman?

4 MS. GALAMBOS MALLOY: Well, I would have several  
5 examples of this, and for that maybe I'll actually give an  
6 example from my volunteer positions that I've held and  
7 sort of extra-curricular activities. I've worked with a  
8 lot of adoptive families who have either adopted or  
9 fostered children into their families, and doing education  
10 both with the parents and support and counseling and  
11 mentoring of the children, in order for the family to be  
12 able to really thrive and to establish the relationships  
13 so that they're together for the long haul.

14 I've participated in doing that for individual  
15 families and I've also done that for larger groups, so for  
16 camps where multiple families that have adopted or  
17 fostered are coming together with similar issues and going  
18 through a group process together. And an example of that  
19 would be at summer camp a few years ago, at one of the  
20 camps that I have staffed, we had some racial tensions  
21 that developed amongst some of the staff at the camp and  
22 some of the adoptive families that were at the camp. And  
23 it was very charged, everyone had their perception of what  
24 needed to happen. Some of the families felt like the  
25 staff member in question should be immediately sent home

1 for inappropriate behavior. Some of the staff at the camp  
2 felt like the families should actually be sent home for  
3 inappropriate behavior. So, my role was to take the  
4 family, take the staff person, sit down with each of them,  
5 allow them a chance to really explain their piece of the  
6 situation, and then to bring them together to come to some  
7 common ground - not to become best friends, but to figure  
8 out how they could continue to work together through their  
9 conflict, and complete the remaining days of the camp with  
10 everybody still in the same place at the same time.

11 After doing this with the family and the staff  
12 person, I had to work with the staff person to actually go  
13 back to the larger group of campers and apologize, and  
14 explain some of the issues that she had been dealing with,  
15 and how those played out in terms of her interaction in  
16 trying to serve the children that were at the camp. We  
17 allowed the children an opportunity to respond and  
18 describe kind of what impact this had on them, and for us  
19 all as the group throughout the camp to come up with some  
20 ground rules moving forward on what was okay and what was  
21 not okay in terms of some of the incidents that had  
22 happened between these parties.

23 It was a very stressful week at camp. I feel that  
24 the fact that we all stayed the entire week, and that both  
25 the parents and the staff and the children felt validated

1 that their concerns had been heard, that they did not all  
2 agree with everything that had happened, but that they  
3 were supportive of my decisions as the Staff Director, and  
4 they were supportive of the camp, was a tremendous success  
5 and, to be honest, was much more difficult than anything I  
6 had dealt with at my day job.

7 PANEL MEMBER SPANO: Really. Did these racial  
8 tensions occur - you said it was a week-long camp?

9 MS. GALAMBOS MALLOY: Uh huh.

10 PANEL MEMBER SPANO: Did they occur at the very  
11 beginning of camp? Or -

12 MS. GALAMBOS MALLOY: They occurred about the  
13 third - between the second and the third days, so like a  
14 third of the way into the week.

15 PANEL MEMBER SPANO: So it was building, building,  
16 building.

17 MS. GALAMBOS MALLOY: Yes.

18 PANEL MEMBER SPANO: Was - if you're comfortable  
19 telling me, what were the factors that led up to this?  
20 Was it more of a cultural misunderstanding?

21 MS. GALAMBOS MALLOY: Uh huh.

22 PANEL MEMBER SPANO: Really.

23 MS. GALAMBOS MALLOY: As I see it, it was a  
24 cultural misunderstanding. Many of the families at the  
25 camp that I've worked at are white families who are

1 adopting children of color, and the staff person was a  
2 person of color. And I don't think that that staff person  
3 was prepared for how she would react to, or relate to  
4 seeing so many children of color growing up in families  
5 that didn't look like them. And for her, as I talked to  
6 her, I understood that she was going through a process to  
7 realize just how many children out there don't have homes,  
8 and so she was going through an internal really emotional  
9 process, and it was playing out in aggressive behavior  
10 towards the children and towards the families. And so,  
11 she didn't recognize that that was the root cause of what  
12 was happening, but those were the conversations we had to  
13 have behind closed doors, and ultimately to bring to light  
14 and actually share with the children. It also informed  
15 for me, as a Staff Director doing that type of work, that  
16 building in more focused racial and cultural sensitivity  
17 on the front end to support the staff members that were  
18 coming into this camp was really important, and I think we  
19 had been providing that to the children and to the  
20 parents, but we hadn't thought of our staff as actually  
21 going through a similar experience and meeting that same  
22 type of resource. So I don't know if that gives you a  
23 little more context?

24 PANEL MEMBER SPANO: No, it does, it does. I was  
25 curious. What aspects of your experience and this work is

1 applicable to the Commission work, do you think?

2 MS. GALAMBOS MALLOY: Well, I think as we visit  
3 different communities across the State, California being a  
4 very diverse place, there are areas where people with  
5 different backgrounds are neighbors and get along really  
6 well, and there are areas where there's a lot of mistrust,  
7 there may be a lot of violence, a lot of community  
8 tension. And so, as we think about going into various  
9 communities where our purpose is actually trying to draw  
10 these political boundaries, these political lines, we have  
11 to go into these communities also having some bit of  
12 context for the set of social relationships and dynamics  
13 that already exist in that community, and how that might  
14 play out in terms of the forums that we are trying to host  
15 and facilitate. And that's why I really underscore the  
16 importance given that, even with all my travel and living  
17 in different parts of the State, it's so important to  
18 partner with local entities and local organizations who  
19 will be much better able to inform how we navigate those  
20 types of situations. Even though there are general rules,  
21 or general best practices, really, every place is really  
22 very unique, and that's one of the aspects of this  
23 Commission I would look most forward to being privy to, is  
24 really getting that global sense of our State, more than I  
25 even have now.

1           PANEL MEMBER SPANO: Sounds like quite a learning  
2 experience. You were a Community Economic Development  
3 volunteer around 2001-2002 in the U.S. Peace Corps in  
4 Bolivia?

5           MS. GALAMBOS MALLOY: Yes.

6           PANEL MEMBER SPANO: What were your  
7 responsibilities in creating a local Chamber of Commerce?

8           MS. GALAMBOS MALLOY: Well, at the time, I was  
9 stationed in a town called Robore, and that is on the, you  
10 know, Bolivia is a huge country, I was on the Far Eastern  
11 side of the country, about four hours away from the border  
12 with Brazil. Contrary to the imagines of Bolivia that you  
13 may have seen on the news, very much the mountains, the  
14 alpacas, you know, people wearing the large skirts, the  
15 area where I was, was completely opposite - tropical, you  
16 know, hot, hot, hot, jungle, waterfalls, very much more in  
17 terms of what you might think of when you think of Brazil.  
18 And so the town was right on a main thoroughfare leading  
19 from the eastern capital of Bolivia Santa Cruz, over to  
20 the border with Brazil. And the goal of placing a  
21 volunteer there was, there were many natural attractions  
22 that could potentially capture a tourist audience, it is  
23 an area where lots of backpackers go through, or lots of  
24 adventurers that are just kind of wanting to see South  
25 America. But these places don't make it into the *Lonely*

1 Planet books, they don't make it on any radars, and so our  
2 goal was to figure out how do we market the resources that  
3 we have here to the audience, to the people that are  
4 coming in on these trains, convince them that it's  
5 worthwhile to stop and spend a night or two, which would  
6 have a huge impact on the economic resources in the  
7 community. And, at the same time that we're doing that,  
8 we need to make sure that the services that we're  
9 providing them are actually up to par with something that  
10 they would receive traveling in another part of South  
11 America, otherwise, we're not going to be able to build a  
12 strong reputation in the word of mouth that really  
13 underpins any sort of thriving tourist economy. So, in  
14 establishing the Chamber of Commerce, I was working with  
15 the small restaurants, hotel owners, and folks who had  
16 tour guide businesses, to show them what level of standard  
17 of service they needed to have. So, for example, the  
18 small hotels, how we needed to have locks on the doors of  
19 their hotels, how we needed to create registers that  
20 actually documented the passport number of each person  
21 that was passing through, how much they paid for any given  
22 night, how they ran their accounting systems. For the  
23 restaurants, there were a lot of trainings around how to  
24 show that you have a sanitary facility, which is something  
25 that was much more important for foreigners coming into

1 the country than for the people that live there because  
2 they all knew each other, they didn't care if someone wore  
3 gloves on their hands when they cooked the food. And so  
4 there were a lot of training sessions actually in people's  
5 kitchens, or in people's houses, giving examples of how to  
6 put tablecloths on the tables, how to clean up after a  
7 customer, etc. etc. And then, with the tour guides, it  
8 was helping them figure out working with tourists to  
9 design a excursion that actually met their interests, and  
10 teaching them basic levels of English so, even if they  
11 didn't speak the same language, they were able to give a  
12 sense of what the highlights were, that the tourist was  
13 seeing, so that they wouldn't go home wondering, "Huh,  
14 that was kind of nice, but I'm not sure what it was  
15 about." So we did a combination of both taking some of  
16 the local people into the capitol city there in the  
17 eastern area to meet with the Chamber of Tourism and do  
18 workshops there, and also bringing specialists into the  
19 town to meet with the small business owners, so that was  
20 my work.

21 PANEL MEMBER SPANO: How did you solicit all these  
22 people to get together, like to meet these needs?

23 MS. GALAMBOS MALLOY: You know, it took a while to  
24 build relationships. I was fortunate in that I wasn't the  
25 first Peace Corps volunteer who had been tasked with that

1 role in the town, and so when I came in, I actually  
2 overlapped briefly and met the previous Peace Corps  
3 volunteer, and he went around and introduced me to many of  
4 the families there; so, over time, going to meet with  
5 people in their own homes, talking with them, there were  
6 many months, probably six months, where it was just  
7 establishing the relationships, and that's why the Peace  
8 Corps terms of service are so long, they're two and a  
9 quarter years. To be able to have time to build the  
10 relationships and the trust, then you actually begin the  
11 work. And so, it is really the latter portion of your  
12 time there that you're able to accomplish the tasks for  
13 which you are sent.

14 PANEL MEMBER SPANO: How did working in Bolivia  
15 affect your view of life in California?

16 MS. GALAMBOS MALLOY: You know, it was a very  
17 interesting time to be in Bolivia because, politically,  
18 the country was changing. It was at the time really when  
19 Evo Morales was increasing his political base in the  
20 country, and the Campesinos were becoming more involved in  
21 the political process in a way that they never had been  
22 before. And the area where I lived in, there was a lot of  
23 fear about what the future of the country would look like,  
24 and knowing that there were untold masses of people who  
25 had, for years, centuries, in effect, not spoken the main

1 language of the country, Spanish, they spoke indigenous  
2 languages, and suddenly they were paying attention, they  
3 were turning out to vote, they were turning out at  
4 actions, and so there was a real sense of uncertainty of  
5 what it meant for the future. And in a parallel way, I  
6 feel like in California there really are a lot of  
7 questions on the table about what our future looks like as  
8 we become a state that has more people of color, we have a  
9 high immigrant population, what does that mean in terms of  
10 our political process? How do we incorporate those  
11 perspectives into our political process in a way that also  
12 balances and values the people who have been here for so  
13 much time?

14           And so, I think coming back, it really helped me  
15 to be able to work with a variety of different types of  
16 people in a way that I hadn't before, and also to have a  
17 different level of patience around how long it might take  
18 to accomplish certain tasks and knowing that there are  
19 times that, if I go into a community where I don't have a  
20 lot in common with the folks there, that I need to be  
21 patient and really build up that trust in order for us to  
22 work together towards a common goal.

23           PANEL MEMBER SPANO: Thank you. Do you think, as  
24 a Commissioner, do you think it's going to be kind of hard  
25 to do this in eight and a half months?

1 MS. GALAMBOS MALLOY: I think it's going to be  
2 challenging, that's why I am mentally preparing to take  
3 leaves of absence from my other Boards, alerting my  
4 family, etc. I think it's doable. I think, given the  
5 caliber of the Applicants that I have seen apply to be on  
6 the Commission, really high skilled, resourceful people  
7 who have relationships across the State, and so I think it  
8 is doable. I think it's going to be an experiment, a work  
9 in progress that we will learn a lot of things along the  
10 way that will actually help towards feeding the next  
11 redistricting process to be even more efficient and to be  
12 even more effective. But I do think it's doable and I  
13 look forward to playing a role in it, if selected.

14 PANEL MEMBER SPANO: Do you belong to any clubs or  
15 organizations or groups that would benefit in any way by  
16 you being named to the Citizens Redistricting Commission?

17 MS. GALAMBOS MALLOY: No, I don't.

18 PANEL MEMBER SPANO: Okay, that's it for me right  
19 now. Thank you.

20 MS. RAMIREZ-RIDGEWAY: Panelists, are there  
21 follow-up questions?

22 CHAIR AHMADI: No.

23 VICE CHAIR CAMACHO: No.

24 MS. RAMIREZ-RIDGEWAY: I just have a couple.

25 MS. GALAMBOS MALLOY: Sure.

1 MS. RAMIREZ-RIDGEWAY: I noticed in your  
2 disclosure with regard to political contributions, you had  
3 given a donation to EBCRS?

4 MS. GALAMBOS MALLOY: Uh huh.

5 MS. RAMIREZ-RIDGEWAY: I'm just wondering what  
6 that is.

7 MS. GALAMBOS MALLOY: Oh, it's the East Bay Church  
8 of Religious Science. I wasn't sure it would fit in the  
9 box.

10 MS. RAMIREZ-RIDGEWAY: Probably not. You have a  
11 letter of recommendation from Ramel Pascuel, and he says  
12 in there that you established working relationships with  
13 key staffers across party lines, and I'm just wondering if  
14 you can tell me about your relationships with either past  
15 or current legislators, governors, members of the BOE, or  
16 other staff.

17 MS. GALAMBOS MALLOY: You know, I think what Ramel  
18 is referring to in there is more my working at the local  
19 level, so in terms of working with our local commissions  
20 and our local elected officials. Is that something you'd  
21 like me to expand on? Or were you asking more at the  
22 State level?

23 MS. RAMIREZ-RIDGEWAY: More concern at the State  
24 level.

25 MS. GALAMBOS MALLOY: You know, the State level,

1 I've had fairly minimal exposure. I don't have active  
2 relationships that I can think of. The one way in which  
3 I've been exposed to Sacramento politics and relationships  
4 was through my participation in the Women's Policy  
5 Institute, which is a training program that is funded by  
6 the Women's Foundation of California, and the goal is to  
7 expose more women across the State to understanding how  
8 Sacramento works, and how policy and legislation works, so  
9 through the course of that program, we had a number of  
10 different trainers, or legislators coming in and doing  
11 presentations to us, but not in terms of having, you know,  
12 one-on-one relationships that I stopped by their office  
13 all the time, or called them up, anything like that.

14 MS. RAMIREZ-RIDGEWAY: Stopped by their office at  
15 all and said hello?

16 MS. GALAMBOS MALLOY: You know, we did through the  
17 policy process. One of the exercises that they had us do  
18 was actually do drop-ins to meet with different  
19 legislators around different policy ideas, so in that  
20 sense, we were here in Sacramento doing that, but it was  
21 not focused on any one party.

22 MS. RAMIREZ-RIDGEWAY: And it was just as a result  
23 of this particular task, as opposed to something you do in  
24 an individual capacity?

25 MS. GALAMBOS MALLOY: Exactly.

1 MS. RAMIREZ-RIDGEWAY: You're a Communications -  
2 well, you're actually a double-major, Communications and  
3 Spanish. What do you think would benefit the Commission  
4 in terms of being a Communications major?

5 MS. GALAMBOS MALLOY: My undergraduate work, the  
6 Communications Degree that I did, some of the topics that  
7 we focused a lot on were around messaging, mass  
8 communications, persuasion, public speaking, so I feel  
9 like throughout my life, those are all skill sets that  
10 have been very important and fundamental to me being able  
11 to communicate with people who are not like me, and I feel  
12 that would carry over tremendously into working on the  
13 Redistricting Commission. We also did a lot of work in my  
14 Communications Program around writing and I'm not sure of  
15 the exact roles, if as a Commissioner I would actually be  
16 doing some of the drafting and writing of any of the  
17 reports to accompany the maps, but even if not, I feel  
18 like my ability to edit and to contribute to writing in a  
19 way that is both legally defensible and also accessible to  
20 people from the community who might not have the exposure  
21 to the same legal and policy frameworks that I've had, I  
22 think, is a strength of mine.

23 MS. RAMIREZ-RIDGEWAY: Panelists, are there  
24 additional questions?

25 CHAIR AHMADI: No.

1 VICE CHAIR CAMACHO: No.

2 PANEL MEMBER SPANO: No.

3 MS. RAMIREZ-RIDGEWAY: I don't have any either.

4 Ms. Galambos Malloy, you have about 18 minutes if you'd  
5 care to make a closing statement.

6 MS. GALAMBOS MALLOY: Well, I know you guys have  
7 long days, so I will be brief. I just want to thank you  
8 for the opportunity to have interviewed with you. That's  
9 the first time I've applied to be on any sort of public  
10 sector Commission, I really chose a high stakes Commission  
11 for my first foray into it, but, as you can see from my  
12 application, and I hope I've been able to express through  
13 our conversation here today both my personal life and my  
14 professional life have instilled in me both a set of  
15 values around Democracy, around good government, ensuring  
16 that citizens have a voice in the political process, and  
17 also, on the personal side, just the ability to really  
18 navigate decision-making processes and arrive at a final  
19 outcome in a timely period. And I think that both my  
20 application, and my own words, and also the letters of  
21 recommendations I have really speak to that. One of my  
22 recommendations is from my Executive Director, who I  
23 worked with for over four years and was previously a  
24 volunteer with some of the work that she was doing with  
25 Ramel, who is in the Office of the Mayor down in Los

1 Angeles, as one of our Board members, and also Karen  
2 Chapple, who is a Professor at U.C. Berkeley, who I worked  
3 with really closely during my time there as a graduate  
4 student, and who now I consider a very close colleague,  
5 and we do a lot of data work together down in the Bay  
6 Area. So, that's all I have to say. Thank you for the  
7 opportunity. I hope I will be hearing from you again, in  
8 a positive way.

9 CHAIR AHMADI: Thank you.

10 VICE CHAIR CAMACHO: Thank you.

11 PANEL MEMBER SPANO: Thank you.

12 MS. RAMIREZ-RIDGEWAY: Thank you so much for  
13 coming to see us. We will recess until 4:29.

14 (Off the record at 3:59 p.m.)

15 (Back on the record at 4:31 p.m.)

16 MS. RAMIREZ-RIDGEWAY: It is 4:31, we will go back  
17 on record. Our next Applicant has not yet arrived and we  
18 are hoping that he is, in fact, safe and en route.  
19 Panelists, are we willing to wait 10 minutes for Mr.  
20 Francis?

21 PANEL MEMBER SPANO: Yes.

22 VICE CHAIR CAMACHO: Yes.

23 MS. RAMIREZ-RIDGEWAY: Okay, Diane, would you mind  
24 checking with staff to see whether we've heard from our  
25 next Applicant? And we will stand at ease, hoping that he

1 arrives soon.

2 (Off the record at 4:33 p.m.)

3 (Back on the record at 4:40 p.m.)

4 MS. RAMIREZ-RIDGEWAY: It is 4:40 and we are back  
5 on record. It is my understanding from speaking with  
6 staff that Mr. Francis has been delayed in traffic. He is  
7 stuck on the freeway and traffic is not moving. My  
8 suggestion, panel, would be that we request that Mr.  
9 Gregory submit a written request to reschedule his  
10 interview so that we can determine whether this was a  
11 matter of a circumstance beyond his control, and the  
12 Bureau or myself will consider that issue and we'll make a  
13 determination as to whether or not the facts justify  
14 rescheduling.

15 Is the Panel in agreement with that?

16 CHAIR AHMADI: Yeah, I agree.

17 PANEL MEMBER SPANO: Yes.

18 VICE CHAIR CAMACHO: I agree with that.

19 MS. RAMIREZ-RIDGEWAY: So, staff, if you wouldn't  
20 mind contacting Mr. Francis when he is reachable and let  
21 him know that we would like him to request to re-schedule  
22 if he is still interested in appearing before the Panel,  
23 we'll consider that. And if we're able to reschedule him,  
24 my preference would be that we continue to reserve spots  
25 at the end for emergencies, so I believe we have one

1 opening we should consider offering him if the facts  
2 justify that one remaining slot in September. And, with  
3 that, we are in recess until Monday morning at 9:14.

4 CHAIR AHMADI: Thank you.

5 (Recess.)

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