

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, 4th Floor
Sacramento, CA 95814

WEDNESDAY, SEPTEMBER 8, 2010
9:14 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

Kerry R. Koths

Michelle R. DiGuilio-Matz

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P R O C E E D I N G S

MS. RAMIREZ-RIDGEWAY: Good morning. The hour being 9:14, and all panelists present, let's go back on record.

We have before us our next Applicant, Mr. Kerry Koths. Good morning, Mr. Koths, how are you?

MR. KOTHS: Good morning, ma'am.

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

MR. KOTHS: Yes, ma'am.

MS. RAMIREZ-RIDGEWAY: Very good, 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. KOTHS: Proposition 11 called for an independent Citizens Commission to draw districts based upon nonpartisan rules designed to ensure fair representation of all voters. One man, one vote is a founding principle of our representational democracy.

To ensure success we need the Redistricting Commission that will have the ability and the experience to maintain a constant and unbiased focus on this goal.

1 It has not been revealed, yet, to what extent the
2 Commissioners will be called upon to design the process or
3 to implement the process that has already been designed by
4 others. I imagine our tasks will involve some of both.

5 Therefore, a good Commissioner should be able to
6 both create and implement in a group environment. He or
7 she must be able to absorb and process a broad range of
8 new information objectively and quickly, and to ask
9 insightful questions and to keep an open mind.

10 A good Commissioner must be able to maintain the
11 balance between paying close attention to detail and
12 keeping the process moving forward, a balance between a
13 team player and knowing when it is appropriate to be
14 assertive. He or she must be able to listen to others,
15 both on the Commission and members of the public in a
16 thoughtful and respectful manner.

17 I have these skills and characteristics. My
18 engineering education gave me an appreciation for the
19 interplay between data analysis, mathematics and
20 statistics.

21 My training in the energy industry gave me an
22 appreciation for graphical mapping and evaluation.

23 One of the more important skills sets I have
24 available for the Redistricting Commission is a knowledge
25 base and background in the legal and professional

1 standards required for conducting public business.

2 It should be noticed that I have a long-term
3 association and exposure to both litigation and legal
4 review, which will be part of the redistricting agenda.

5 My communication skills and experience include
6 group dynamics, negotiations, consensus building, public
7 meetings, classroom training and board room presentation.

8 My professional sales and marketing skills would
9 also be of benefit. My good listening skills and training
10 are always needed for problem solving. Likewise,
11 negotiations that incorporate focused, thoughtful, serious
12 and respectful communication are often required for
13 success.

14 The one beneficial skill of obvious note to the
15 redistricting process is foreign language skills. I know
16 from personal experience that nothing is quite as
17 effective as being able to meet, connect, and converse
18 with people in their native language utilizing their
19 customs.

20 I have lived overseas in native communities, as
21 opposed to U.S. compounds, for extended periods and I
22 understand the potential for meeting on common ground.

23 To compensate for this lack of language skills I
24 would, if selected by the Commission, welcome the use of
25 any and all translation methods and services, and apply my

1 listening skills in an even more focused manner to ensure
2 that all public speakers are cognizant of my respect for
3 them and their comments.

4 I believe, on a personal level, that it is time
5 for me to step forward and return something to the system
6 which has given me so much.

7 There is nothing that would impair my ability to
8 perform all the duties of a Commissioner.

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

17 MR. KOTHS: During the 1990s my Telecom
18 Construction Company was a key contractor in the build out
19 of the Pacific Bell Wireless Network. Our initial
20 contract was with Ericsson, who designed the equipment and
21 the program for Pacific Bell Wireless.

22 Our contract covered Northern California. As
23 typical of a project of this scope and size, there was a
24 difficult learning curve.

25 Utilizing my background, my extensive experience,

1 we designed several methodologies from the ground up to
2 provide efficient operations. We met and exceeded our
3 contract requirements and there with we gained a
4 reputation for being on time and on budget.

5 Concurrently, in Southern California, Ericsson and
6 Pacific Bell were having difficulties with the program.
7 The project was behind schedule and Pacific Bell Wireless
8 had suspended millions of dollars in progress payments.

9 I was listed to work with a new manager from
10 Ericsson and take over the Southern California area. The
11 project was in conflict, finger pointing was the general
12 order of business.

13 My initial actions were to meet with all parties,
14 at all levels, from those in the offices and on crews, to
15 those in manufacturing and the warehouse. I took notes, I
16 asked questions, I listened in-depth, repeating what I had
17 heard to ensure I understood the concerns of the
18 individuals and groups.

19 As a mentor and a friend once taught me, it's not
20 about having all the answers, it's about having all the
21 right questions.

22 In the evening I posted the notes on the wall to
23 help me construct a pathway in my mind to identify and
24 address the common complaints.

25 We met repeatedly with senior staff over the

1 following months to review materials and sketch out
2 details, and to improve the definitions and milestones of
3 the project.

4 We followed those meetings with a new tracking
5 schedule, a network installation schedule that was based
6 upon these new agreed definitions.

7 During the following months we were able to refine
8 that schedule from a weekly, Friday afternoon planner to a
9 publication, and from a small group of concerned
10 participants to a much larger group of vested recipients.
11 Within a couple of months we were back on schedule,
12 thereafter we pulled ahead of the planned schedule.

13 The success of my efforts was a combination of my
14 proactive listening, personal skills with labor,
15 technicians, management and local government, and my
16 dispassionate, analytical focus on results-oriented goals.

17 If selected to serve on the Redistricting
18 Commission I would approach the project and any conflict
19 in much the same manner. I would use my proactive
20 listening skills to define the points of concern or
21 conflict and the vested interests of those involved.

22 I would then seek to find and define common
23 characteristics and common ground, and points of
24 agreement. I would continue by leveraging this common
25 ground and agreement into a compromise position, repeating

1 the process as required.

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

7 MR. KOTHS: Proposition 11, with its mission of
8 redistricting the State will, at a minimum, have little or
9 no effect. Even now, an initiative is on the ballot for
10 November to repeal the work of this Commission.

11 In the alternative, the Redistricting Commission
12 may lead to an increase of voter participation, the most
13 positive of potential impacts on representative
14 government, based upon the proposition of one man, one
15 vote.

16 My belief is that the Redistricting Commission
17 represents California citizens' call for help. We,
18 Californians, are now faced with budget deficits, delays,
19 fiscal sleight of hand, which reflect the low government
20 job approval.

21 This political dysfunction, combined with the
22 current economic recession, appears to have caused some
23 Californians to want to take government back in their own
24 hands.

25 This is not a new situation for California.

1 California has been here before and like before it is the
2 result of the ever changing environment and the new
3 demands on the State.

4 Today we know, for example, that the California
5 Department of Finance population estimates are two million
6 people more than the estimates of the United States Census
7 Bureau. It is the greatest discrepancy ever between the
8 agencies and it is the equivalent of two seats in the
9 House of Representatives.

10 As we look ahead, we see a decade of continued
11 growth, annual increases in the population estimated at
12 500,000 people per year, which is the equivalent of the
13 population of the City of Long Beach.

14 Currently, the coastal communities are the home of
15 most of the State's population, but it is projected that
16 the Inland Empire, the Sacramento region, and the San
17 Joaquin Valley will grow faster than any other sections of
18 the State and this growth will result in ethnic diversity.

19 California is now home to large group of
20 immigrants from more than 60 nations. No other developed
21 region of the world, the size of California, has seen so
22 much sustained growth over such a long period or witnesses
23 the pressures of that growth being placed on its
24 infrastructure.

25 The ultimate outcome of the Commission's impact on

1 the State of California will not be known in the
2 foreseeable future. Like all legislation, it will be
3 subject to the political process and unforeseen
4 consequences.

5 The Commission's focus should rest on defining the
6 components of Proposition 11, the existing State laws and,
7 very importantly, the timeline for completion.

8 As an operations-oriented individual I have, as is
9 my nature, laid out some of the timeline challenges facing
10 the Redistricting Commission. It is now the beginning of
11 September, the application process is well underway, but
12 will not be concluded until November 20th, for the first
13 eight Commissioners.

14 The chosen eight will then have until New Year's
15 Eve, December 31st, to meet and review all documentation,
16 conduct evaluation and inquiries prior to selecting the
17 six remaining Commissioners. That occurs over the
18 Christmas and New Year's Holidays, traditionally a time of
19 travel, family vacations and little productive work.

20 January of next year will mark initial Commission
21 meetings. These meetings will be faced with an enormous
22 list of action items, starting with the leadership
23 structure and responsibilities. High on the list will be
24 legal briefings, Voters Rights Act, Bagley-Keene, Brown
25 Act, and training in ex parte communications, the protocol

1 and procedures for e-mail, telephone conversations,
2 meeting notes, text messaging, Facebook and other points
3 of contact.

4 In conjunction with the legal will be the
5 budgeting, staffing, both internal and external
6 applications, advertising, interviews, compensation.

7 Followed then by organizational requirements from
8 office space, to office supplies, computers, cell phones,
9 and at a minimum a coffee pot.

10 January should also see the first round of mission
11 meetings, where a consolidated message to the citizens of
12 California begins, focusing on transparency, the
13 Commission's common voice and managing expectations.

14 Having completed all of those organizational
15 activities, February should see the time for beginning the
16 contact with all interested parties or communities of
17 interest, as it is often referred to, where it will need
18 to be put out via newspaper, radio, television, internet,
19 and probably telephone contacts. I would imagine there
20 will be hundreds of telephone contacts.

21 It should also mark the scheduling and the start
22 of the public interest meetings across the length and
23 breadth of California.

24 Behind the scenes, and on weekends, and evenings I
25 would expect all the Commissioners will be meeting to

1 expand their knowledge base of the redistricting process.

2 It is not until April 1st of 2011 that the U.S.
3 Census is currently scheduled for the initial release of
4 the 2010 Census data to the states.

5 I know firsthand that there were computer problems
6 at the U.S. Census during the data collection phase. We
7 do not know, at this point, the quality of data or even if
8 it will be comprehensive. When the Census data is
9 released, this project will have less than 100 working
10 days remaining to complete the redistricting process for
11 the nearly 40 million California citizens.

12 April and May of 2011 should see the first draft
13 of the redistricting map, followed by a minimum of two
14 weeks' public comment.

15 June will become the halfway point in the process,
16 where we should be looking at additional public comment
17 meetings and a beginning of a second draft of the
18 redistricting map based upon the data from the first set
19 of meetings.

20 As we move into July, we will look for the
21 consolidation of data and comments to approve for review.
22 A legal team, which has been involved at every step,
23 should continue their evaluations and review of the final
24 districting map.

25 August should see the release of the final map and

1 the scheduling of additional public comment meetings
2 across the State. Straw votes of the Commission would
3 probably also be held at that time.

4 The final rounds of internal and external legal
5 reviews, with all the appropriate authorities, would be
6 taking place at that time.

7 Finally, we move into September 1st, the Labor Day
8 Weekend, the holidays when business and government
9 typically slow down.

10 MS. HAMEL: Five minutes.

11 MR. KOTHS: The Commission's report is due on
12 September 15th.

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

22 MR. KOTHS: Throughout my life I've had the honor
23 and privilege to work with many groups of individuals
24 engaged in common effort. Areas of note were in a
25 military academy in my early years, and then subsequently

1 as a member of the U.S. military and commanding a U.S.
2 military advisory team.

3 Another notable group was the research engineers
4 and professionals that I worked with while in the energy
5 industry.

6 However, the situations and the group that I would
7 like to reference in this question would be those that
8 were in my MBA study group.

9 We were forced to work together to solve business
10 problems using the case study method. The goal was to
11 evaluate each case study method and come together with an
12 answer and suggestions to the business problems that those
13 case studies met.

14 Each individual in the study group was responsible
15 to voice and support any and all challenges as they were
16 put up by other members of the class.

17 This was a learning exercise that furthered my
18 abilities to see things from a different perspective and
19 enhance my listening skills to be more focused and
20 serious.

21 If I am selected to serve on the Commission, my
22 goal would be to foster that type of collaboration among
23 the Commissioners by personal example and practice. By
24 practice, I refer to a cliché well-learned over the years,
25 inspect what you expect or don't expect what you expect.

1 Within the confines of this, simple and quaint,
2 but very powerful statement, you find that the
3 expectations that would be necessary for inspection are
4 those that are engaged in Proposition 11.

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. KOTHS: First of all, I would like to say that
13 I categorically like people. That said, I must also note
14 that I like some people more than other people. However,
15 I am momentarily unable to name any person that I don't
16 like.

17 Casual humor has long been recommended as a
18 starting point for addressing the public, even if it is
19 corny.

20 In my application for the Commission I noted that
21 I came to California when was ten years old and with my
22 parents at my side, at the gates to Disneyland, decided
23 that California is the place I wanted to live.

24 The trip to live here took me over 20 years, and I
25 suspected is much like the trips that many transplants

1 took to get to California, the Golden State. It often
2 makes me wonder and reflect about being here by choice, as
3 opposed to being here by birth.

4 Having lived here for well over 20 years,
5 California is my past and my future. I'm enthralled by
6 its geography, it's natural wonders, multi-cultural
7 populace, and the most creative business planet on the
8 earth.

9 Over the years I have had the ability or the
10 opportunity to travel over a hundred thousand miles --

11 MS. RAMIREZ-RIDGEWAY: One minute.

12 MR. KOTHS: -- the length and breadth of
13 California.

14 My grandfather taught me to relish meeting new
15 people so that each meeting would be a new adventure. He
16 said of -- it is said of me by others, in the know, that I
17 am an outgoing person who enjoys much people interaction
18 and I appreciate being part of a team. Thank you.

19 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi?

20 CHAIR AHMADI: Thank you so much.

21 Good morning, Mr. Koths.

22 MR. KOTHS: Good morning, sir.

23 CHAIR AHMADI: I know you were running out of
24 times towards the end --

25 MR. KOTHS: Yes.

1 CHAIR AHMADI: -- is there anything else you want
2 to add to that response or you were done?

3 MR. KOTHS: No, that's fine.

4 CHAIR AHMADI: Okay. Thank you so much.

5 I have a few follow-up questions in regards to
6 your responses to the standard questions.

7 MR. KOTHS: Yes, sir.

8 CHAIR AHMADI: In response to question number one
9 you suggested that you don't know to what extent the
10 process will be designed by some other people?

11 MR. KOTHS: Yes, sir.

12 CHAIR AHMADI: Assuming that the Commission,
13 itself, will design the process for how to do this, have
14 you given it any thoughts about what the process should
15 look like, other than the timeline, the very impressive
16 timeline that you laid out in response to question number
17 three? But in terms of process is there anything else you
18 want to add?

19 MR. KOTHS: The process, assuming that the
20 Commission is going to design from the beginning to the
21 end, the first thought that comes to my mind would be to
22 look back, from a historical point of view, at the
23 processes that were used in the past to design the new
24 districts.

25 Taking upon that and considering the 14

1 Commissioners involved, at that time you would have to
2 build, hopefully, on that foundation and create a new
3 process.

4 I would begin with probably just doing a graphical
5 representation of the population on a map, itself, okay --

6 CHAIR AHMADI: Okay.

7 MR. KOTHS: -- and then look to edit from that
8 point on.

9 CHAIR AHMADI: Okay. Just to make sure that I'm
10 clear on your response.

11 MR. KOTHS: Uh-hum.

12 CHAIR AHMADI: As you know, the process or the way
13 the districts were drawn in the past was by Legislature.

14 MR. KOTHS: That's correct.

15 CHAIR AHMADI: So, to what extent you're going to
16 use input from the Legislature or would you?

17 MR. KOTHS: I would certainly look at the
18 districts as they are now designed so to speak. Most
19 importantly, what we need to do is start out in looking at
20 the population, because one of the requirements of this is
21 to keep the population the same.

22 In the growth that has taken place, we've seen the
23 population has changed very much in those districts.

24 But we need to get that baseline feel of
25 population and where it's located before we much expand

1 beyond that.

2 CHAIR AHMADI: Okay. Okay, thank you, sir.

3 The next question I have is about, you know, when
4 you were sharing your thoughts about the timeline --

5 MR. KOTHS: Yes, sir.

6 CHAIR AHMADI: -- again, I'm very impressed with
7 your thought process or the amount of thought that you put
8 into that.

9 You mentioned that, as you know, by December 31st
10 of 2010 the eight Commissioners will have to select the
11 additional six Commissioners to complete the body.

12 What qualities -- should you be selected as one of
13 the eight, what qualities you would be looking for in
14 those remaining six Commissioners?

15 MR. KOTHS: Initially, I would look at the
16 qualities of the eight Commissioners and look to backfill
17 in the areas where the eight Commissioners have
18 weaknesses. Not only with the six Commissioners, but I
19 would also look to hire staff based upon the skills, then,
20 of all the eight and the prospective six.

21 CHAIR AHMADI: Uh-hum.

22 MR. KOTHS: I do believe it is more than likely
23 that there will be at least one Commissioner drop out at
24 that point.

25 CHAIR AHMADI: Do you think that -- of course,

1 you'll be looking at the diversity from different
2 perspectives.

3 MR. KOTHS: Absolutely.

4 CHAIR AHMADI: That's my understanding of what you
5 mentioned. Do you think the diversity of the Commission,
6 itself, will pose a challenge to come up to consensus
7 about the process, about the deadlines, about other
8 decision making?

9 MR. KOTHS: My gut feeling is that the people who
10 have volunteered for this Commission are doing it because
11 they're out to improve the situation in the State of
12 California and I have full faith that the Commissioners
13 will work together to combine their efforts to come up
14 with the best plan possible.

15 CHAIR AHMADI: Okay. Thank you.

16 In your application or from your application you
17 were the vice president and the partner at AdMatrix --

18 MR. KOTHS: AdMatrix Group.

19 CHAIR AHMADI: -- Group. They're an advertising
20 company, correct?

21 MR. KOTHS: It was a full service advertising
22 company, yes.

23 CHAIR AHMADI: Full service advertising. So, from
24 that experience, what would be the best approach to
25 advertise for public input for the -- you know, what

1 approaches do you think may be most effective and
2 efficient?

3 MR. KOTHS: There's language problems that enter
4 into the advertising. I would have to say that my
5 recommendations, initial recommendations would be to break
6 along ethnic and racial lines and address every particular
7 group, utilizing local newspaper and/or radio stations to
8 make sure we contacted all those particular ethnic and
9 racial groups, and nationalities.

10 CHAIR AHMADI: Okay. You mentioned that based on
11 the racial distribution of the population in the State.

12 MR. KOTHS: Yes.

13 CHAIR AHMADI: So, can you elaborate on that,
14 please?

15 MR. KOTHS: Well, obviously, in Southern
16 California the number of people that speak Spanish is
17 extremely high and there are some local radio stations
18 with good participation.

19 In the Modesto area we have a lot of people from
20 Southeast Asia. Different approaches should be used
21 relative to those areas. And other areas, Asian areas,
22 for example, here in San Francisco.

23 Their sensitivities are such, in the past, one
24 comes to mind that a national auto manufacturer named an
25 auto model that worked well here and had good, positive

1 poll numbers in the United States, but when you went
2 overseas it was the equivalent of a very detrimental term.

3 So, what we want to do, in approaching each one of
4 the communities, is voice things and put a message out
5 there that calls upon them to participate in the process,
6 but is sensitive, it relates to their native languages,
7 and traditions, and customs.

8 CHAIR AHMADI: So, have you given it any thought
9 what will encourage people to participate or what would
10 you tell them?

11 MR. KOTHS: I was hoping and expecting that the
12 Commissioners that came to the process with language
13 skills would probably be able to craft some better
14 messages or at least be a better director, shall we say,
15 of contacting those particular groups.

16 For example, one of the areas, some of the
17 cultural groups the male is a predominant force in the
18 family unit and how we approach the male to ensure that he
19 becomes a participant in the process and at the same time
20 we get the other members of the family to participate in
21 the process, too, is something that would be difficult to
22 achieve, very difficult.

23 CHAIR AHMADI: Okay. Thank you, sir.

24 In your application you mentioned that when doing
25 the Census, you've been working on the Census --

1 MR. KOTHS: Yes, sir.

2 CHAIR AHMADI: -- you worked with the shadow
3 community, and that's -- the "shadow" is your word.

4 MR. KOTHS: Uh-hum.

5 CHAIR AHMADI: And you provide a few examples of
6 people in nursing homes, homeless population, and soup
7 kitchens and all that.

8 MR. KOTHS: Shelters, soup kitchens.

9 CHAIR AHMADI: Yes, yes. Can you tell us a little
10 about these populations and, if selected as a
11 Commissioner, how your exposure to them and knowledge of
12 them might be of benefit to the Commission?

13 MR. KOTHS: My exposure and knowledge to these
14 particular groups, and the ones that come to mind of the
15 senior citizens, the nursing home recipients, the soup
16 kitchens, the shelters, juvenile detention facilities was
17 another one and, most touching of all which was the
18 homeless encampments.

19 Each one is a little different. Obviously, the
20 senior communities and the nursing homes, you have an
21 attention span open to you. Some of the people are not
22 capable of getting much beyond a good morning, how are you
23 doing, and some very easy conversation. They have a
24 tendency to track off very quickly.

25 The detention centers, where you have the young

1 people at, is a totally different situation. How we would
2 contact those individuals, I would think we would probably
3 have to come back at that from the family unit or from
4 their community back home, rather than through the
5 detention center.

6 The homeless encampments, the -- I found, as part
7 of the activity being out there, that the personal
8 contact, just the simple reaching out to shake hands with
9 a lot of these individuals would give you credibility, so
10 to speak. They are so much in the shadows and people walk
11 past them and fail to acknowledge them in any way, shape
12 or form, that they really need some type of personal
13 contact before they even begin to feel like they're
14 noticed.

15 So, each one of those units is going to provide a
16 different set of circumstances in order to get them out.
17 I think the potential is there. We were able to do it
18 over a longer period of time and planning with the Census,
19 to make sure we got these people out and got them counted.

20 I think, with a real heads down focus on the
21 mission, that it's possible to get these people out and
22 participating in the redistricting process.

23 CHAIR AHMADI: And assuming that there will be
24 given a specific region, for example, or a location, you
25 may have several of these interests overlapping each

1 other --

2 MR. KOTHS: I would expect that.

3 CHAIR AHMADI: -- and I know this is not a
4 question that we have a -- I'm not expecting a ready
5 response for this, but have you given it any thought about
6 how should the Commission approach evaluating these
7 overlapping interests and how would it impact the decision
8 where to draw the line?

9 MR. KOTHS: Well, the focus of Proposition 11 and
10 the redistricting laws are based upon geography, you're
11 trying to keep the cities and the communities together,
12 and you want to keep these geographical areas compact.

13 You do want to take into mind communities of
14 interest as they might exist in there, but I think if
15 starting out with a basic graphical representation of the
16 population within areas and then stepping out from there
17 to refine and define your efforts would probably be the
18 way to go.

19 It, once again, is going to depend so much on the
20 panel of Commissioners agreeing on the steps going
21 forward. If we're going to have agreement on the end of
22 the process, then we need to have agreement at every step
23 of the process going forward.

24 CHAIR AHMADI: Uh-hum.

25 MR. KOTHS: That maximizes the potential for

1 success. If we start out and we can't agree on which
2 groups or the manner in which we're going to contact
3 groups, then as we get towards the end, into July and
4 August, we will not probably see the agreement necessary
5 in order to provide the maps for the Senate, and Assembly,
6 and Board of Equalization.

7 So, I think that participation of the
8 Commissioners detailing the areas of concern, coming up
9 with a plan that everybody buys into at that point will be
10 necessary going forward.

11 CHAIR AHMADI: So, when you say, for example,
12 starting with, for example, a city, or a county, or a
13 region and then looking at the population and
14 demographics, and refining it to -- in response to the
15 concerns of the residents in that region, what criteria
16 would you follow when you say refining the district lines,
17 or adjusting the district lines? What criteria would you
18 think might be -- might the Commission must follow to do
19 that refining?

20 MR. KOTHS: Well, under the Voters Rights Act
21 there's some ethnic and racial overtones that need to be
22 looked at to ensure that we have minority population are
23 involved in here.

24 If you take an example for, let's say, Contra
25 Costa County, obviously the population is so large that we

1 are going to need to shed, for lack of a better word, push
2 over some of the population in the county, be it east or
3 west, north or south, into additional districts.

4 Because, ultimately, we need the same population
5 in each one of our districts that we come up with, so
6 there is going to be some movements in, obviously, the
7 redefining of the lines.

8 That is going to have to be done in a group, with
9 the agreement to make sure that we're going forward, but
10 we're still meeting the standards of the proposition,
11 itself, as it goes to geographical areas.

12 CHAIR AHMADI: Okay. Thank you, sir.

13 MS. HAMEL: Five minutes.

14 CHAIR AHMADI: Thank you.

15 When you worked throughout California on the build
16 out of the wireless network, that's based on your
17 application --

18 MR. KOTHS: Yes, sir.

19 CHAIR AHMADI: -- in the mid-1990's.

20 MR. KOTHS: Uh-hum.

21 CHAIR AHMADI: You met residents in many different
22 areas and discussed a wide range of topics with them as
23 part of your project. First, what are some of the
24 specific issues you recall that people were interested or
25 concerned about?

1 MR. KOTHS: At that particular time cell phones
2 were new coming out and the phones that were around, as
3 you probably remember, were like a big brick with antenna
4 on it.

5 As we came along and we started pouring cement,
6 and raising towers, and the installing of the equipment,
7 normally this was done on a high point in the community,
8 it was done next to an electrical station. A lot of these
9 were done in public areas. School yards was a place that
10 the antennas were set up. On top of tall buildings was
11 another place.

12 But as we were on the ground and we would come in
13 with the equipment and the cranes necessary, the kids
14 would start out, and then the parents would come behind
15 the kids. They were interested, number one, what are you
16 doing? Why are you building in our community?

17 Followed by that they were interested in safety.
18 They were interested in was this something that was going
19 to have any impact on their lives in a negative manner, so
20 to speak.

21 We did a lot of planning and landscaping around
22 there, which was something else that would pull the people
23 in.

24 But I would say most of the focus was on safety,
25 number one. Number two, as we got into the conversations

1 about the size of the new telephones that this would
2 support, they were interested in that and how did the
3 system work? How as it that I could sit at home in my
4 living room and talk to my son, who was doing 60 miles up
5 Interstate 5, 60 miles an hour up Interstate 5?

6 So, that kind of technology question was also one
7 that they asked.

8 CHAIR AHMADI: Did that experience also -- excuse
9 me -- also help you come close to some of other issues
10 that people of different communities have and, if yes, can
11 you share with us, if you recall from that experience?

12 MR. KOTHS: It did. On more than one occasion we
13 hired people literally right off the street. We would
14 need help landscaping, shoveling dirt, moving materials
15 around and we would hire the people from right there to
16 participate.

17 This is not because we were trying to take
18 advantage of the situation, it was because we were moving
19 so fast we were stretched pretty thin, so we used them in
20 that respect.

21 We also used them for security. If they lived
22 right there, they were able to look across the street and
23 see what was going on. It was very worthwhile for us to
24 pay them for their time and attention to keep an eye on
25 the materials and what was going on, on the site.

1 Some of the relationships, I had one of the guys
2 that started out, we'll just call him Leo. We met Leo
3 across the street from one of the sites we were working
4 on, he was looking for a job, we hired him. Leo was with
5 us for several years as an employee. He left our services
6 probably about eight years ago, before 2001, and I heard
7 from Leo about six months ago. Every year or so we touch
8 base with each other, he's back in the Marine Corp and
9 he's over in Afghanistan.

10 When he's not with the Marine Corp he's a sheriff,
11 deputy sheriff in Riverside County.

12 So, we made a lot of relationships with people
13 that you just never know, you know, things happen and
14 friendships develop, and it goes on. The whole experience
15 was extremely rewarding for me.

16 CHAIR AHMADI: Thank you very much, sir.

17 MR. KOTHS: Thank you, sir.

18 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

19 VICE CHAIR CAMACHO: Thank you.

20 Hello, Mr. Koths.

21 MR. KOTHS: Good morning.

22 VICE CHAIR CAMACHO: You might have answered this
23 but I'm going to ask you. In your application you stated
24 that California appears to be teetering toward potential
25 collapse. What of the Commission's efforts will help to

1 ensure the future of California?

2 MR. KOTHS: Well, as I said earlier, at this
3 particular time and place in history, with the ballot
4 initiative, I think it's Prop. 27 that calls for repealing
5 the Commission, I'm not too sure if there is anything that
6 the Commission can do that's going to ensure the long-term
7 health of California.

8 There's just too many unknowns. History and the
9 people of California are too fickle.

10 What I do know is that with our representational
11 democracy we need to have people participate, they need to
12 feel their voices are heard.

13 And the Commission is going to give people the
14 opportunity, another opportunity to have their voices
15 heard and in a manner that they're choosing to have this
16 done.

17 With so many things that can happen relative to
18 the proposition in November, relative to economics in
19 California, and even natural affairs, you know, we're way
20 behind the schedule here for a major earthquake, one can
21 just never say what the ultimate outcome of this
22 Redistricting Commission will actually be.

23 VICE CHAIR CAMACHO: So, if there's no earthquake
24 and Prop. 27 doesn't pass, and everything is okay, do you
25 think the Commission's work will help, in some way,

1 California?

2 MR. KOTHS: Yes. Once again, the people have had
3 the opportunity, back in 2008, to vote, one way or the
4 other, on the redistricting, itself, are the politicians
5 going to do the redistricting or will people outside of
6 government do the redistricting.

7 The concern at that point was that it was too much
8 of the political forces choosing who they wanted for
9 voters, rather than the voters choosing who they wanted
10 for political forces.

11 I think the outcome of this exercise will -- will,
12 and has already, changed in some degree or manner the
13 process and the representation that we'll have in the
14 future.

15 VICE CHAIR CAMACHO: Okay. You also indicated
16 that to be successful the Commission district maps will
17 have to be accepted by Californians across the State and
18 the special interest groups that move the people.

19 What do you mean and how are those special
20 interest groups?

21 MR. KOTHS: We have virtually numerous special
22 interests groups and minority groups throughout the State
23 of California. As I noted earlier, we have immigrants
24 here from over 60 nations and, particularly of note, we
25 have racial and a large Hispanic population.

1 We have a lot of other minority groups, which
2 usually don't pop up on the radar very often. For
3 example, I'm a member of a minority group, I'm a
4 grandfather raising his grandson.

5 There are other minority groups out there, the
6 handicapped individuals, Asian Americans, et cetera.

7 I lost my train of thought.

8 VICE CHAIR CAMACHO: No problem.

9 MR. KOTHS: What was the question?

10 VICE CHAIR CAMACHO: The question was what were
11 those and who are those special interest groups that you
12 were talking about in the application?

13 MR. KOTHS: The racial and ethnic minorities, as
14 well as everything from senior citizens on down through
15 individuals that are handicapped.

16 VICE CHAIR CAMACHO: Okay.

17 MR. KOTHS: Yeah.

18 VICE CHAIR CAMACHO: You were talking about a
19 timeline and that was very well thought out. In your
20 meeting -- or is there a time that you were thinking prior
21 to the first Commission's meeting where there might be
22 some interaction between the Commissioners and would you
23 see that as being beneficial?

24 MR. KOTHS: Well, if you can get -- within the
25 confines of the Redistricting Commission, if you have the

1 eight Commissioners together and they're discussing among
2 themselves, I think once you get separate Commissioners
3 discussing outside of the group, or a Commissioner
4 discussing with somebody who is not a Commissioner, or
5 might be a potential Commissioner then you run into some
6 possible communications violations under the Brown Act.

7 But I believe, in my heart, that it is so
8 necessary for these Commissioners to come together and
9 form a very cohesive group, working with each other, that
10 will eventually lead to the common ground necessary to do
11 the maps and the redistricting.

12 If we start out working as individuals or in small
13 groups, then you just have small groups with other small
14 groups, and nobody's really coming together.

15 The more compact you can keep it, the more you can
16 keep people working together, communicating with each
17 other, the higher the degree of success. This has been my
18 experience in life.

19 VICE CHAIR CAMACHO: How do you suggest to get
20 this cohesive group to work together, other than maybe
21 just communication?

22 MR. KOTHS: Initially, I would have to say lock
23 them in a room.

24 (Laughter.)

25 MR. KOTHS: Give them a chance to meet each other,

1 the simple things of just coming up with the
2 organizational structure, the schedule that's going to
3 need to be done. We have a time of the year there that
4 between the Thanksgiving and the Christmas holidays, this
5 is the family time of the year.

6 If anything, the Commissioners will be thinking
7 about their family, their families will be close at hand.
8 the little things, you know, what kind of gifts are you
9 doing for your kids for Christmas and, you know,
10 teenagers, boys, girls, your wife, skiing, et cetera, et
11 cetera, is going to help bring them together as they get
12 to know each other on a personal basis.

13 That personal basis gives you a new respect for
14 people, it gives you a new picture. They're no longer
15 just Joe sitting in the corner with a tie on, and a sport
16 coat, smoking a cigar, you begin to get a whole new
17 picture about Joe when you find out that Joe loves model
18 trains. And there's nothing more fun for him than him
19 putting on his engineer's hat and getting down on the
20 floor with his grandchildren.

21 That type of a cohesive nature will, I think, be
22 critical on agreeing, then, on the minority groups and
23 where you're going to put the bounds, and is it going to
24 be 680 or, you know, is it going to be Highway 4, working
25 together to deal with those specific issues.

1 VICE CHAIR CAMACHO: Okay. What, of your work
2 experience as a field engineer, prepared you for
3 participation in the Redistricting Commission?

4 MR. KOTHS: A field engineer, being out, working,
5 initially at that particular time in the energy industry,
6 in the oil field, we were out there working under what I
7 would say were very difficult situations, and we had a
8 goal in mind. We have to solve problems.

9 It's like you can't shut down a drilling rig and
10 wait to go back to the laboratory and figure things out.
11 You had three, or four, or five engineers on the spot and
12 it's what can we put together with, in some cases, chewing
13 gum and baling wire to make this thing work.

14 So, you get the ideas out there and to a degree
15 desperation really helps focus your mind and helps people
16 work together. And that was one of the situations that
17 would arise under those type of circumstances.

18 VICE CHAIR CAMACHO: So, you're out there with
19 five other engineers, so you had to work as a team to
20 solve those problems --

21 MR. KOTHS: Absolutely.

22 VICE CHAIR CAMACHO: -- and solve those problems
23 in an expedient manner.

24 MR. KOTHS: Yes, ma'am.

25 VICE CHAIR CAMACHO: Was it always easy to solve

1 those issues, you know, with five people?

2 MR. KOTHS: No. It wasn't always easy on the five
3 people, and even when you got on the phone and you started
4 calling back to the laboratory and headquarters, and
5 asking for insights, and help at that point, and you got
6 desperate and you started talking to everybody else that's
7 out there on the rig to see if they had any ideas. The
8 mechanic, the electrician, what are we going to do? Do
9 you have anything, have you got any ideas? Because these
10 are guys that work with that environment day in and day
11 out.

12 And, surprisingly enough, I met a lot of PhDs, who
13 were roughnecks, working on drilling rigs because of the
14 money.

15 So, you tried, you kept opening up the circle,
16 looking for more and more input, anybody else that might
17 have ideas. Sometimes you were successful. I hate to say
18 it, most times we were totally unsuccessful. You can do
19 what you can do and then you have to go back and you have
20 to start over again.

21 So, the important part was that when it didn't
22 work we went back, we started over, we put together a new
23 plan, we focused on the areas where we had problems. What
24 can we do here, in the laboratory, to solve those problems
25 before we go back out to the field to test it.

1 VICE CHAIR CAMACHO: Okay. In your application
2 you indicate that as a graduate engineer impartiality
3 maximized the available options.

4 Do you have a specific example of your
5 effectiveness in dealing with an issue in an impartial
6 manner?

7 MR. KOTHS: Dealing with an issue in a partial
8 manner?

9 I would probably have to go back to the
10 circumstances I described with Pac Bell Wireless and
11 Ericsson. Everything we did there was an impartial
12 manner. You would take things from one milestone that was
13 defined, that this set of equipment had to be installed
14 and then in order for the next set of equipment to come up
15 or be installed, you would have to have these other
16 procedures and steps done.

17 So, in essence, we would pick up, the whole
18 process was people, contractor A picking up, going to
19 milestone five, contractor B going to milestone 10,
20 contractor C going to milestone 15, et cetera, et cetera.

21 What we did at that particular time is we tied all
22 of these schedules together so that when contractor C got
23 to the site to begin process number six, he was sure that
24 contractor five had finished his work and everything was
25 ready and available for him to go forward.

1 So, it was keeping everything in a partial manner,
2 but just keeping the big picture in line as to what needed
3 to be done.

4 VICE CHAIR CAMACHO: That's my last question,
5 thank you.

6 MR. KOTHS: Thank you.

7 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

8 PANEL MEMBER SPANO: Thank you.

9 Good morning.

10 MR. KOTHS: Good morning.

11 PANEL MEMBER SPANO: Would you like to drink some
12 water before we start? Or continue, I mean?

13 MR. KOTHS: Thank you. Please.

14 PANEL MEMBER SPANO: You mentioned you were in the
15 U.S. Army.

16 MR. KOTHS: Yes, ma'am.

17 PANEL MEMBER SPANO: When were the dates of that?

18 MR. KOTHS: I was in from, let's see, '68-'69 to
19 '71-'72, just a little over four years.

20 PANEL MEMBER SPANO: Can you tell me about your
21 enlistment in the Army?

22 MR. KOTHS: Ms. Spano, I was volunteered for the
23 draft, they gave me about five minutes' notice and asked
24 me whether or not I wanted to volunteer or be drafted, so
25 I went with volunteer.

1 PANEL MEMBER SPANO: Where were you stationed?

2 MR. KOTHS: I was stationed, after I got my
3 commission I was stationed at Ft. Carson, Colorado, a TO&E
4 outfit, and from there I went to Vietnam.

5 When I came back I was at Ft. Campbell.

6 PANEL MEMBER SPANO: What were your ranks and
7 assigned duties during your service?

8 MR. KOTHS: I was commissioned as a second
9 lieutenant infantry. At Ft. Carson I was a platoon
10 leader, mechanized infantry platoon and then company XO.

11 In Vietnam I was assigned to the Military Advisory
12 Command, MACVI, at which time I went to the field and
13 became the XO in what was known as the Mobile Advisory
14 Team. The Mobile Advisory Team consisted of the
15 commanding officer, his XO, who was in charge of
16 intelligence. We had heavy weapons specialists, white
17 weapons specialists. We had a communications man, a radio
18 man, and a medic and a translator. We were a six-man
19 crew.

20 PANEL MEMBER SPANO: What does your enlistment
21 experience contribute to your ability to perform the
22 duties of a Commissioner?

23 MR. KOTHS: Once again it's -- my time in the
24 military provided me with working with a small group to an
25 extremely large group. My last duty assignment was as a

1 company XO in a basic training outfit, where we worked
2 with some 250 men at different levels.

3 It learned to bring people together, it learned to
4 bring people together in very quick time, short order and
5 form a cohesive group, something that would last,
6 something that would stand up to what I will call
7 detrimental circumstances.

8 And it taught me respect for people above and
9 beyond just the warm body that stands in front of you.

10 PANEL MEMBER SPANO: Thank you. You mentioned in
11 your response earlier, in your example for -- to question
12 number four, in your MBA study program you were forced to
13 work with others?

14 MR. KOTHS: Yes.

15 PANEL MEMBER SPANO: Did you -- what did you think
16 about the students that you formed a group with, if you --
17 did you want to choose your own that were different or --

18 MR. KOTHS: Well, that would have been nice, but
19 that was not part of the program, so to speak, that they
20 had.

21 They deliberately picked people from different
22 backgrounds and different experiences to give you a look
23 at life from other people's eyes, through other people's
24 eyes.

25 Were in a business environment, I was in the

1 energy industries, one of my good friends in that study
2 group was in banking. Another one was with a major hotel
3 chain, another one was with a professional engineering
4 company on a national basis, and the last one was with a
5 chemical company.

6 So, and we all had a variety of different jobs
7 within that. At that particular time in my life it was
8 kind of like everything I do is the most important thing
9 in the company. It didn't take long to figure out that
10 everybody thought what they did was the most important
11 part of the company's progress.

12 So, you learned to look at different things
13 through different people's eyes, and bring that together
14 and form an opinion.

15 I would also like to note that at the end of the
16 process we would go up before the rest of the groups and
17 there was a critical examination, to put it mildly, of
18 everything that we had recommended.

19 And if they saw any break among the group in
20 supporting the opinions of the group, then that was
21 usually like blood in the water and resulted in much more
22 aggressive questioning and evaluation.

23 PANEL MEMBER SPANO: How did the collaboration go?
24 Was it fairly easy at first or everybody had strong
25 viewpoints at first?

1 MR. KOTHS: Very much so. In retrospect, I've
2 often thought the best thing for working together was
3 exhaustion, that early in the morning people would have
4 very strong viewpoints, but when it got to one or two
5 o'clock in the morning, the following morning then you
6 were pretty much willing to negotiate on anything.

7 PANEL MEMBER SPANO: So, fatigue.

8 (Laughter.)

9 MR. KOTHS: Yes, ma'am.

10 PANEL MEMBER SPANO: Fatigue. So, do you want to
11 fatigue your fellow Commissioners into agreeing with you?

12 MR. KOTHS: I think, if I become a Commissioner,
13 that my fellow Commissioners, number one, are probably not
14 ready for what is going to become a race. It's going to
15 be grueling to say the least, and it's going to be long
16 hours and long days.

17 And I think that will have some beneficial impact
18 on what ultimately is performed by the Commission,
19 absolutely.

20 PANEL MEMBER SPANO: Are there any particular
21 personalities that you get along with better, than others,
22 in group decision making?

23 MR. KOTHS: Personalities? If I -- I guess the
24 personality I really like is people with a great sense of
25 humor. I like the ones that joke and tease, be it just

1 blatant or even more fun is the people who are very subtle
2 about it, very dry sense of humor. I really appreciate
3 their views on life.

4 PANEL MEMBER SPANO: Okay.

5 MR. KOTHS: Beyond that, I don't think there's any
6 particular group one way or the other.

7 PANEL MEMBER SPANO: How do you feel -- can you
8 explain how you think California's rich diversity impacts
9 representational or voter preference?

10 MR. KOTHS: Well, right off the bat one of the
11 things that comes to mind is by virtue of we have so many
12 nations represented in California, and so many of these
13 nations have customs and practices which say the eldest
14 male is the head of the household. So, right off the bat
15 you start off with a negative when it comes to
16 redistricting and participation in the community, itself,
17 in the voice of the community.

18 Where that is a negative for the individual
19 family, for groups, it's more of a positive because in
20 California, like so many states, you have these heads of
21 households come together, much like they did in their
22 native lands, and they form leadership groups.

23 And those leadership groups, which are very much
24 not like dictatorships, they're councils, they get
25 together, they talk about the problems and what the

1 communities need, and what they can do on a local basis to
2 solve the problems of the community.

3 I believe that reaching out to those community
4 groups is one of the things that the Commission needs to
5 do to get their participation, not only in the process of
6 redistricting, but what we're after is to get them to the
7 voting booth.

8 And that participation in the long run, for
9 California at this particular time, where it's being
10 stretched in all directions, is something that we need.
11 Because those groups of people think about what they're
12 voting on, they just don't pull it out of the air, they're
13 not very likely to become partisan in one direction or the
14 other because they have their chain of command, their way
15 of doing things, which is quite different from the one
16 man, one vote way we do business.

17 But, nevertheless, their participation in the
18 overall direction of California, the role it's going to
19 take, I believe is nothing but positive.

20 PANEL MEMBER SPANO: How did you learn about this,
21 going to the head of the house, the males?

22 MR. KOTHS: On the internet. I'm kind of an
23 internet junkie and I was flashing through and I saw the
24 initial notice went up there, and that day my wife and I
25 had been having conversations about, you know, the

1 situation in California and what could we do to get out
2 there to make a difference. And so then when this, a
3 couple hours later came back, it was like, well, okay,
4 let's do this.

5 It was shortly after I got active and applied for
6 the Census, it was the same thought of what can we do, and
7 most recently we'd been thinking about other things that
8 we might do to benefit.

9 PANEL MEMBER SPANO: Other than the enumeration
10 and getting involved in that --

11 MR. KOTHS: Other than?

12 PANEL MEMBER SPANO: The enumeration, you
13 mentioned the Census?

14 MR. KOTHS: Yeah.

15 PANEL MEMBER SPANO: Yeah.

16 MR. KOTHS: Yeah, we did that. We've been looking
17 to do it on a local basis. There's a friend I have who's
18 involved in collecting and distributing food. We've done
19 some work with a battered women's shelter, so it's kind of
20 like I've got some skills, there's a lot of people who can
21 use these type of skills, construction, working with my
22 hands, and it's going out there to volunteer.

23 PANEL MEMBER SPANO: What areas did you cover for
24 the enumerating?

25 MR. KOTHS: Contra Costa County.

1 PANEL MEMBER SPANO: Okay.

2 MR. KOTHS: We worked all the way from the far
3 east county, which was a juvenile detention facility there,
4 over to Point Richmond and the area there.

5 As well as in the center, right here in the area
6 of Walnut Creek, where we spent -- that was mostly as they
7 called it, the GQE, the nursing homes, the senior
8 citizens, in that area.

9 PANEL MEMBER SPANO: What were some of the
10 challenges of leading such a diverse crew?

11 MR. KOTHS: Leading such a diverse group?

12 PANEL MEMBER SPANO: Yeah, or crew?

13 MR. KOTHS: My crew was 21 people, they were
14 virtually all professionals. We had some women there who
15 were, besides working for the Census, had kids at home.
16 Bankers, truck drivers, had an airplane pilot, so we had
17 quite a diverse group of people.

18 And what we did was sit down, bring them together,
19 kind of introduce, a little get together, and coffee, and
20 talking with each other and at the end of one hour you
21 kind of saw people starting to congregate in some fashion,
22 rough fashion. And based upon that I started appointing
23 teams to work together and passing out the paperwork on
24 that.

25 Subsequently, depending on performance, speed,

1 accuracy I started looking for the skills that some people
2 had. For example, we had a couple engineers -- a couple
3 of people there who had just really terrible handwriting,
4 which was difficult with the forms. So, at the same time
5 we had some engineers there, who were excellent when it
6 came to printing, so just putting them together based upon
7 the need.

8 PANEL MEMBER SPANO: So, they naturally formed
9 their own subgroups like that, personalities tended to
10 bond together?

11 MR. KOTHS: Yeah, by the end of the program more
12 than in the beginning, but there was some groups there and
13 you could see the personalities going on.

14 And over a period of time we had some dropout
15 rates, too. We lost, probably, about a quarter of the
16 number of people we had just dropped out over a period of
17 times.

18 PANEL MEMBER SPANO: Was it the demands?

19 MR. KOTHS: A combination of circumstances, I
20 think probably more demands at home, or with other
21 occupations that they had going on, than it was the work
22 we were doing.

23 I was pleasantly surprised that virtually
24 everybody that was there was looking to be helpful, they
25 really were. They would make the extra trips. You know,

1 there were certain instructions in the beginning that --

2 MS. RAMIREZ-RIDGEWAY: Five minutes.

3 PANEL MEMBER SPANO: Thank you. Go ahead.

4 MR. KOTHS: Certain instructions in the beginning,
5 only go out twice to do this, but the people would go
6 above and beyond, three, four, five times, whatever it
7 took to get the job done, so that was rewarding.

8 PANEL MEMBER SPANO: What were the challenges that
9 you faced? I imagine people going door-to-door and people
10 slamming the door in your face, not caring and --

11 MR. KOTHS: Absolutely. Absolutely. We had some
12 situations where individuals came out and they were all
13 male, and we're not going to do this, and we've done this
14 before. And one of the common ones was I've filled out
15 the cards already, would you stop bothering me.
16 Particularly in the nursing homes, this was a big problem
17 with the small nursing homes.

18 The shelters -- the shelters were very, very
19 cooperative, the people were there, they understood. You
20 know, they're there with their kids and everything, and
21 being able to participate and get counted. Once again it
22 was their ability at that point, I think, to step out of
23 the shadows, to become part of society again.

24 When you have people out there saying look it,
25 you're a citizen, we need to count you, we need to get

1 this information about your family about your
2 circumstances, was very positive.

3 The homeless, once again there was a lot going on
4 there, there was a lot of preparation for that. But most
5 of all just going out there, shaking hands, I can't
6 describe the effect it would have on people.

7 PANEL MEMBER SPANO: How do you convince the
8 elderly, given that they did remember, this is the second
9 time you guys are going to count them, how do you convince
10 them that it's absolutely necessary to get an accurate
11 Census count?

12 MR. KOTHS: Surprisingly enough, in the homes and
13 everything out there, it's like they get into these homes
14 and they're taken care of. A lot of the caregivers are
15 Filipino backgrounds and so it doesn't take long, and you
16 can see the environment closes in on them and there's just
17 the three, or four, or five, or six of them in that home.
18 And their meals are prepared and they're laid out, and the
19 showers and the baths, and today is make your room, et
20 cetera, and their contact with life, they don't get much.
21 The family stops coming to see them, they don't get any
22 cards, the TV is the same program, you know, day after
23 day, hour after hour.

24 And just having somebody new come in, you know,
25 and kind of bouncing around, and there's two or three of

1 you, and they're talking and how you doing and, oh, that's
2 a pretty dress, those types of things would really light
3 up their eyes, it was very rewarding, very rewarding.

4 PANEL MEMBER SPANO: So, you have a lot of
5 experience, now, with working with the Filipino community,
6 with the nurses?

7 MR. KOTHS: I've had some contact with the
8 Filipino community in the past, when we were doing the
9 build out, we worked with several crews at multiples
10 times, that were out there building.

11 And that, and passing through the area out there
12 many, many years ago, a good, good group of people.

13 PANEL MEMBER SPANO: Is that -- was your
14 connection to them in these nursing homes critical in
15 order to communicate with the elderly?

16 MR. KOTHS: They were the ones that we -- our
17 initial communications were through the ownership of the
18 homes, which is where we got the contact points, but then
19 literally to get in, to get the work done we would come in
20 and meet the community, the caregivers there in the home,
21 and they were the ones who would help us achieve our goal.
22 So, yeah.

23 PANEL MEMBER SPANO: I'm going to look at my
24 notes. Thank you. Thank you.

25 MR. KOTHS: Uh-hum.

1 MS. RAMIREZ-RIDGEWAY: Panelists, are there
2 follow-up questions?

3 VICE CHAIR CAMACHO: No.

4 CHAIR AHMADI: I don't have any.

5 MS. RAMIREZ-RIDGEWAY: Okay. I have a few for
6 you, Mr. Koths.

7 MR. KOTHS: Sure.

8 MS. RAMIREZ-RIDGEWAY: Is your wife still
9 practicing law or has she retired?

10 MR. KOTHS: No, she's still practicing law. She,
11 over here 25-year career, has picked up, she calls them
12 clients, I call them friends, that she still does business
13 with and for. I don't think she's taken on a new client
14 in -- maybe one in the last three or four years.

15 MS. RAMIREZ-RIDGEWAY: I don't need to know who
16 the clients are but I'm wondering, generally, what kind of
17 practice did she have, what was the general nature of her
18 client list?

19 MR. KOTHS: She's a business attorney and
20 everything from LLCs and partnerships to representing
21 individuals as they're changing locations, buying,
22 merging, selling, things of that nature.

23 MS. RAMIREZ-RIDGEWAY: So, nothing in the lines of
24 working with government officials or to your knowledge?

25 MR. KOTHS: Once, very early on in her career, she

1 did have contact with Sacramento, and some of the
2 Legislators, that's been probably over 20 years ago,
3 nothing since then.

4 At the outside, the best that her government
5 contact would be, would be with local planning commissions
6 or zoning boards.

7 MS. RAMIREZ-RIDGEWAY: Okay. You said at some
8 point, I think maybe it was in response to the standard
9 questions, that litigation will be a part of the
10 redistricting agenda. What makes you say that?

11 MR. KOTHS: Proposition 11 passed by only the
12 slimmest of margins and at that particular time there were
13 so many people opposed to it, as I said it's already on
14 the ballot to repeal what does on here. Just my
15 experience watching the political games going on
16 nationwide leads me to believe that there's going to be
17 lawsuits involved.

18 MS. RAMIREZ-RIDGEWAY: You also talked a little
19 bit about the strain of the growth that California is
20 experiencing. Can you tell me a little bit more about
21 that, about our specific concerns?

22 MR. KOTHS: As I said earlier, the population in
23 California is going to grow by approximately 500,000
24 people every year, which is equivalent to the City of Long
25 Beach.

1 So, when you start thinking about 500,000 people,
2 you have to start thinking about roads, you have to start
3 thinking where are they going to get water, what are you
4 going to do for sewage, how are you going to provide them
5 with electricity, what about the infrastructure relative
6 to food, gasoline, schools, parks, playgrounds, et cetera.

7 It doesn't take very long to see that you have
8 this tremendous expense relative to infrastructure that is
9 going to be -- have to be built somewhere in order to take
10 care of these people.

11 Inasmuch as the people are spread all over the
12 State, it's you're not lucky enough to just have them in
13 one location where you can build one sewage treatment
14 plant, or one water plant or series of pipeline, these
15 growth is taking place a little here, a little there, a
16 little there. Every time it grows in this manner it
17 starts to stretch the capacities of the systems that are
18 already in place. And it doesn't take long that under the
19 pressure of stretching those systems that they collapse
20 and need to be replaced.

21 MS. RAMIREZ-RIDGEWAY: Do you think that the
22 Commission's work will have any impact in helping
23 California adjust to that tremendous growth?

24 MR. KOTHS: It's possible. We're back to the one
25 man, one vote. As an outcome of the redistricting we are

1 going to have members in the Assembly, and in the Senate,
2 representation on the Board of Equalization and that is
3 going to determine what gets built, where it gets built
4 and when it gets built.

5 And in order to do that those individuals are
6 going to have to go out and get the citizens to
7 participate. Directly or indirectly the citizens will
8 have to participate in this growth.

9 It's a situation where they cannot avoid
10 participation in the growth.

11 MS. RAMIREZ-RIDGEWAY: You talked with Ms. Spano
12 about your military service and it was a challenging time
13 for this country --

14 MR. KOTHS: Very much so.

15 MS. RAMIREZ-RIDGEWAY: -- both home and abroad. I
16 wonder if you saw racism during your service?

17 MR. KOTHS: I certainly did.

18 MS. RAMIREZ-RIDGEWAY: And what was that like for
19 you?

20 MR. KOTHS: It was difficult. As I noted, I
21 attended a military school and at that age, with teenage
22 boys and everything, as I recall, I just never really saw
23 any racism on the school, per se, or within the boundaries
24 of the school, the surrounding neighborhood, yes.

25 And, in fact, the school at that particular point,

1 the community around there we used to hear had a rule that
2 if a racial minority showed up on the street after
3 midnight you could shoot them -- or after dark, excuse me,
4 you could shoot them.

5 So, we had this internal group of young men
6 working together, and we had participation from virtually
7 all over the world. My cadet commander, his father was
8 Mexican, and worked for Coca-Cola, and there were a couple
9 of my friends, close friends on the drill team was a
10 Spanish background. Some of the best players on the
11 football team of Spanish background.

12 And we lived together and we grew up together in
13 that environment.

14 When I left there and I went into the military and
15 I got out of Officer's Candidate School and got my
16 commission, and moved into the ranks is where it really
17 started to pop up. The cadre not so much, but what you
18 saw was the enlisted men coming back from overseas, it
19 didn't take very long and they started forming their
20 cliques that they would work with, and they would live
21 with, and do things together.

22 So, one of the things that you had as you were
23 going forward was that you -- in trying to maintain a
24 cohesive military group, you had to keep the impact of the
25 cliques down because it would undermine all the authority

1 and everything you were trying to do.

2 And I know it sounds simplistic, but you don't
3 have to live that way. You know, it's so easy to live
4 without the bias, that when it's that easy how do we end
5 up in the situation where we have so many biases going on?

6 I know the educated answer, I've read the books,
7 the articles and everything else, but in practical life it
8 just leaves you shaking your head.

9 MS. RAMIREZ-RIDGEWAY: You talked about raising
10 your grandson?

11 MR. KOTHS: Yes, ma'am.

12 MS. RAMIREZ-RIDGEWAY: Given that wonderful
13 blessing and responsibility are you available to pick up
14 and travel the State, and spend the time on the Commission
15 that it will require?

16 MR. KOTHS: Yes, I am. My wife and I have talked
17 about this. We know, using the modern world of Skype and
18 telecommunications that we can stay in touch with Ben.
19 He's got a good schedule, he's in school, he's got good
20 activities after school. Right now robotics is the big
21 one. So, we can stay in touch and still spend the time
22 together that we need to spend to maintain the quality of
23 life that we're after so, yes.

24 MS. RAMIREZ-RIDGEWAY: You also talked a little
25 bit about, when you were talking generally about your

1 approach to redistrict, how you'd sort of start with
2 general -- generally, with political boundaries and sort
3 of adjust them as necessary to achieve, you know, equal
4 population purposes.

5 As you likely know, the Voting Rights Act of 1965
6 actually permits deviations, however small, from the one
7 man, one vote, or one person, one vote principle for the
8 purposes of creating districts where certain minority
9 groups might have the opportunity to represent their
10 candidate of choice.

11 And I'm wondering if you're comfortable with that,
12 if you're comfortable with the notion that you would make
13 those adjustments for the benefit of certain individuals
14 who have been historically disenfranchised and
15 unrepresented?

16 MR. KOTHS: Yes. Through our history as a nation,
17 you know, we've always had our groups, our disadvantaged
18 so to speak, those who were not part of the process. Over
19 time our nation has gained a reputation for being a mixing
20 bowl of people.

21 We see this today. My family came over many,
22 many, many moons ago from Germany and met another family
23 who came from Europe, England, and has grown since then.

24 In the long term, where we have problems today,
25 ultimately I think, and it may sound naïve, but the

1 solution is the mixing bowl. You put enough people
2 together for enough period of time and these people will
3 learn to live together, to give and to take, and grow.

4 One of the demographics that's kind of interesting
5 is the number of inter-racial marriages and inter-racial
6 families. And that brings people together, it brings
7 families together and it bodes well, I believe, for the
8 future.

9 Just as once upon a time we had Irishmen marrying
10 Germans.

11 MS. RAMIREZ-RIDGEWAY: But there are certainly
12 areas of our State where individuals group together for
13 reasons, however varied, where there is no mixing bowl,
14 where we have sort of homogenous groups of neighborhoods
15 and the like, communities of interest.

16 MR. KOTHS: Sure.

17 MS. RAMIREZ-RIDGEWAY: And often, sometimes,
18 they're based on issues such as race, so I want to make
19 sure that you are comfortable, if you have to deviate from
20 the one person, one vote, perfectly equal population in
21 each district, for purposes that those individuals are
22 protected under the Voting Rights Act that you're
23 comfortable doing that?

24 MR. KOTHS: Yes.

25 MS. RAMIREZ-RIDGEWAY: Okay. I don't have any

1 additional questions.

2 Panelists?

3 VICE CHAIR CAMACHO: No.

4 PANEL MEMBER SPANO: No.

5 CHAIR AHMADI: I do have one. I'm sorry.

6 MS. RAMIREZ-RIDGEWAY: Oh.

7 CHAIR AHMADI: In your application you identify
8 yourself as Alaskan native or American Indian?

9 MR. KOTHS: I --

10 CHAIR AHMADI: Go ahead, I'm sorry.

11 MR. KOTHS: Sorry for interrupting you.

12 CHAIR AHMADI: No, that's okay.

13 MR. KOTHS: I did -- my grandson called that out
14 to my attention the other day. We did send an e-mail with
15 an amendment. I am Caucasian.

16 CHAIR AHMADI: Okay.

17 MR. KOTHS: Absolutely.

18 CHAIR AHMADI: Okay. Thank you, sir.

19 MS. RAMIREZ-RIDGEWAY: Any additional questions,
20 Panelists?

21 CHAIR AHMADI: No.

22 MS. RAMIREZ-RIDGEWAY: No. So, we have about six
23 and a half minutes on the clock, if you'd like to make a
24 closing statement, Mr. Koths.

25 MR. KOTHS: Yes, please. I believe it is time for

1 me to step to the plate and become an active part of
2 forming and implementing solutions.

3 The opportunity to serve on the Citizens
4 Redistricting Commission is one way I can contribute to
5 ensure the future of California.

6 My engineering and MBA education instilled
7 analytical and problem solving skills, which should be
8 useful.

9 My years of training in the military, both in the
10 United States and overseas, developed my leadership skills
11 and my group dynamic skills.

12 In my 35 years of business I have honed my ability
13 to listen, negotiate, and work with limited resources
14 under time constraints.

15 I believe I am prepared to be a productive member
16 of the Commission.

17 Thank you very much for your time, your attention,
18 and the opportunity to speak to you.

19 CHAIR AHMADI: Thank you, sir.

20 VICE CHAIR CAMACHO: Thank you.

21 PANEL MEMBER SPANO: Thank you.

22 MR. KOTHS: Thank you.

23 MS. RAMIREZ-RIDGEWAY: Thank you for coming to see
24 us, Mr. Koths.

25 Let's recess until 10:59.

1 (Off the record at 10:39 a.m.)

2 (Back on the record at 10:59 a.m.)

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

4 All Panelists are present, as is our next Applicant,
5 Michelle Diguilio-Matz, who tells me that she prefers, I
6 think, to go by Diguilio.

7 MS. DIGUILIO-MATZ: Yes.

8 MS. RAMIREZ-RIDGEWAY: And are you ready to begin?

9 MS. DIGUILIO-MATZ: I am, thank you.

10 MS. RAMIREZ-RIDGEWAY: Very good. Please start
11 the clock.

12 MS. RAMIREZ-RIDGEWAY: What specific skills do you
13 believe a good Commissioner should possess? Of those
14 skills which do you possess? Which do you possess and how
15 will you compensate for it? Is there anything in your
16 life that would prohibit or impair your ability to perform
17 all of the duties of a Commissioner?

18 MS. DIGUILIO-MATZ: Okay. First, I'd just like to
19 say thank you very much for this opportunity, it truly is
20 a privilege to be a part of this process and I'm excited
21 to be here.

22 And I do apologize for reading from a script. I'm
23 usually the one asking questions or facilitating
24 discussion so I thought this would help ensure I'm as
25 comprehensive as possible in the allotted time.

1 So, in preparing for this interview and knowing
2 that you've over a hundred previous interviews, I began
3 reflecting on the purpose of asking us what we believe to
4 be important skills of a Commissioner.

5 We should be able to demonstrate an understanding
6 of Commissioner qualities, such as analytical skills, the
7 ability to work with diverse communities, collaboration
8 skills, communication skills and impartiality.

9 But I soon began to reflect on why these skills
10 are important as a Commissioner. That is I began to place
11 these skills within the context of the Commissioner's
12 duties and I realized that while we will each bring a
13 wealth of experiences to the Commission, to truly be
14 successful a Commissioner will not only need to have a
15 background in statistics, legal principles, political
16 science, community engagement and GIS, but to also
17 demonstrate the ability to effectively apply the skills
18 that make us successful in our fields to the Commission's
19 complex activities.

20 In that framework I would like to take the
21 original question a step further and instead of
22 approaching it by defining the elements of analytical,
23 communication skills, et cetera, I'd like to instead
24 describe what I see as the main responsibilities of the
25 Commission and how these skills can be applied in the

1 redistricting process.

2 For this I have divided the Commission's main
3 responsibilities into four categories, that of managerial,
4 quantitative data collection, qualitative data collection,
5 and mapping.

6 The first category of Commission responsibilities,
7 managerial, would include the hiring of staff, including
8 the executive director, counsel and experts on legal, data
9 and technical issues, establishing the Commission's goals
10 and methods for obtaining those goals, creating a
11 framework for operations, and undertaking training
12 including not only for the Commission, for but for staff
13 and consultants.

14 The second category of Commission's work will
15 involve quantitative data collection, which would include
16 working to secure and review as much data as possible for
17 existing sources until the Census data arrives in late
18 March, including the Census, as American Community Survey,
19 and any population forecasting or similar data that the
20 Commission feels would be appropriate.

21 Also valuable would be gathering potentially
22 relevant material, such as analysis of previous
23 redistricting efforts, best practices, community input and
24 legal guidelines that will be critical to the Commission's
25 work.

1 Third, qualitative data collection would
2 incorporate developing a uniform plan or approach before
3 meeting with communities of interest, which would include
4 a standard presentation with educational elements and a
5 high degree of uniformity in the collection of
6 quantitative and qualitative data.

7 This would also involved identifying, traveling to
8 and meeting with various communities of interest
9 throughout the State.

10 Also worth noting in this area is that the
11 Commission will likely get only one shot at each community
12 meeting, so it's imperative to get the necessary data the
13 first time and in a uniform manner.

14 Finally, all of the previous efforts will lead to
15 the actual mapping process. Ultimately, if the Commission
16 has been successful in gathering the legal, quantitative,
17 qualitative and other relevant data it will then be able
18 to utilize this information to effectively map legislative
19 districts.

20 The actual process of mapping will be time
21 consuming, tedious, and full of variables needing to be
22 constantly synchronized with each other. An action in one
23 district can result in a cascade of reactions affecting a
24 multitude of surrounding districts so the process will, at
25 times, be a constant struggle to navigate amongst the

1 competing mandates of redistricting.

2 One key to success in the mapping process will be
3 the ability to be disciplined to stay on task, yet
4 flexible enough to accommodate unanticipated adjustments.

5 So, in returning to the original question, what
6 skills should a good Commissioner possess, the key is not
7 so much in the need to be an expert in one or more fields,
8 to demonstrate how the original skills can be applied to
9 the Commission's activities. That is, a successful
10 Commissioner will need to utilize their skills to maneuver
11 through the Commission's duties with a level of competence
12 to effectively carry out the mandates of Proposition 11.

13 So, how do I see my background fitting into the
14 Commission's activities, especially as I've defined them?

15 I would imagine that the human tendency is to
16 emphasize the skills that are most often in line with
17 their own skill set, and I suppose I'm not an exception in
18 that I consider myself what I have termed an experienced
19 generalist, one that works on projects not because of an
20 expertise in a particular field, but rather because one
21 brings a set of skills to a project that leads to its
22 success.

23 In my case it would be the analytical,
24 collaborative, communication, community engagement and
25 impartiality skills that have allowed me to work on

1 numerous, multi-faceted projects.

2 I'll briefly mention a few examples of my
3 background in establishing and implementing large-scale,
4 complex projects where I've applied these skills,
5 including the launching the San Joaquin Valley Water
6 Coalition, while at the Great Valley Center; developing
7 and implementing the statewide Cal Works incentive funds
8 for the San Joaquin County Human Services Agency;
9 establishing the Contract Management Division as a result
10 of the success and the number of contracts of the County's
11 incentive funds; and organizing the Stockton Speaks Oral
12 History project, California Council for the Humanities
13 funded program; constructing the community planning stage
14 of the San Joaquin Mental Health Services Act, also known
15 as Prop. 63; and expanding the Center for Teaching and
16 Learning at the University of the Pacific.

17 With the exception of the first example, all of
18 these professional positions were ones in which I was
19 asked to coordinate, as a result of my prior success and
20 reputation in getting complex projects up and running,
21 while understanding the multi-faceted aspects required for
22 success.

23 Also worth mentioning is that at the time I first
24 became involved with these projects I had little
25 familiarity with the fields of water issues, public

1 assistance, mental health, or academic training, but what
2 I brought to the table was the ability to work effectively
3 in new and challenging situations.

4 So, while my professional experience has shown an
5 ability to possess and effectively utilize all the skills
6 sets required for a Commissioner, I believe my true skill
7 of successfully undertaking new and challenging projects
8 will compensate for my lack of experience working
9 specifically on redistricting issues.

10 Lastly, I've given the commitment of this
11 Commission a great deal of consideration and I'm keenly
12 aware that this will likely be a very intense and time
13 consuming endeavor.

14 Because I am fortunate -- in a fortunate position
15 to have chosen to be at home with my children, who are now
16 mostly school age, I have the time and flexibility to
17 devote to the Commission and its goals.

18 MS. RAMIREZ-RIDGEWAY: With about 13 minutes
19 remaining, describe a circumstance from your personal
20 experience where you had to work with others to resolve a
21 conflict or different of opinion? Please describe the
22 issue and explain your role in addressing and resolving
23 the conflict? If you are selected to serve on the
24 Citizens Redistricting Commission, tell us how you would
25 resolve conflicts that may arise among the Commissioners?

1 MS. DIGUILIO-MATZ: While I contemplated using
2 examples in a work or volunteer setting, I decided upon an
3 experience that would likely resemble the interactions on
4 this Commission and explain my role in this process.

5 About a year and a half ago I served on a criminal
6 jury, lasting over two months. When we entered
7 deliberations our first task was choosing a foreperson.
8 An older gentleman, a Veteran, with a firm, yet due
9 diligence approach and prior jury experience was chosen.

10 The decision was made to take an additional vote
11 and as the jurors went around the room there was clearly a
12 majority who voted in one way.

13 As one of the last jurors to cast my vote I stated
14 that I was undecided because although I recognized the
15 need for a vote, I felt it was critical to have a
16 discussion about the evidence before a decision of guilt
17 or innocence could be made.

18 Upon explaining my position and opening the door
19 for a differing opinion, about three or four other jurors
20 asked to change their vote to undecided in order to
21 discuss the evidence further.

22 As we began our discussion it soon became apparent
23 that some of the jurors felt frustrated because they
24 believe the evidence clearly support their position, that
25 of the majority.

1 Recognizing the potential for conflicts, but being
2 mindful that I was not the foreman, I suggested that as a
3 group we go through each juror's reasoning for guilt or
4 innocence and the evidence they were using to support
5 their position.

6 As each juror had an opportunity to present what
7 they felt were key pieces of evidence and the group was
8 able to collectively discuss and decide upon their
9 relevance, we slowly made progress.

10 Although it took extra time, all the jurors were
11 first able to express their opinions and, second, to see
12 which of their positions had evidentiary relevance and
13 which positions did not.

14 As a result of all voices being heard and the
15 group discussions, we were able to focus on one key piece
16 of evidence, of which I presented to the group.

17 We requested that they reconvene in the courtroom
18 and had testimony read back to us to ensure that we were
19 clear on its implications for our discussion.

20 Ultimately, after two days of deliberations, we
21 were not only able to come to a consensus on our verdict,
22 but to also feel as if we had given thorough and
23 exhaustive consideration to all the evidence, were
24 respectful to each other despite our difference of
25 opinions, and did so in all fairness to the prosecution

1 and defense.

2 I chose this example because I felt it shows my
3 strength in conflict resolutions in five areas, having the
4 courage to go against the majority, being mindful of a
5 goal and keeping focus on its attainment, recognizing the
6 need to have all voices hear, especially in an impassioned
7 discourse, the ability to critically examine individual
8 positions for their relevance, and a willingness to take
9 the lead but being mindful of organizational authority and
10 necessity for group collaboration.

11 I am confident that the skills I used on the jury
12 I would also be able to apply as a Commissioner. And
13 although this example may be simplistic compared to the
14 amount of time and depth of the discussion that will take
15 place on the Commission, we were a group of 12 individuals
16 of various ages, ethnicities, economic backgrounds, and
17 without previous experience working together, yet we were
18 able to come to the consensus in a tight legal framework
19 in a high-profile case.

20 So, how do I approach conflicts and their
21 resolution? First, when approaching conflicts I find it
22 important to recognize the type of conflict and to address
23 it in a manner that can most effectively resolve the
24 situation.

25 Does it have an interpersonal, an ideological, or

1 a process-oriented source? Oftentimes, once the source of
2 the conflict is understood it's much easier to work
3 towards its resolution.

4 I also think it's important to note that what is
5 often referred to as a conflict can be described as
6 disagreements, misunderstandings, impassioned expression
7 or even healthy tension.

8 The key is to recognize the type and source of
9 conflict and to keep early disagreements from escalating
10 to true conflict that can be difficult and time consuming
11 to entangle.

12 Second, how do I resolve the conflicts? First, I
13 would determine the type of conflict, be it interpersonal,
14 ideological or process-oriented and my role within the
15 conflict.

16 Second, depending on my role, I would likely have
17 a different strategy in resolving the conflict.

18 Lastly, I would always keep in mind the need to
19 work towards the common goal and to not take conflicts
20 personally or allow them to derail the process of the
21 Commission.

22 Ultimately, I would hope to bring the ability to
23 analyze conflicts and determine the motivation behind
24 them, as well as the insight and patience to listen
25 towards the process of resolution.

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 MS. DIGUILIO-MATZ: When State Legislators are in
7 charge of drawing district boundaries, as they are
8 currently, there is a conflict of interest because
9 Legislators are in a position to place their own self-
10 interests ahead of the common good.

11 Through the parameters of Proposition 11 this
12 Commission is tasked with making independent redistricting
13 decisions based on fairness and the public good, and not
14 political aspirations.

15 By taking the ability to draw lines away from
16 Legislators improvements to the State can be seen in both
17 direct and indirect ways.

18 Direct improvements would lead to the elimination
19 of the current conflict of interest Legislators have in
20 drawing their own districts. And as the Commission
21 ensures an open, balanced, and inclusive process, their
22 efforts can result in district lines that protect
23 neighborhoods and communities, and ultimately provide
24 better representation for all Californians.

25 Indirect improvements can be categorized as public

1 empowerment through participation, a sense of ownership of
2 the final maps, and an increase in public education about
3 redistricting, and the importance of issues such as
4 filling out a Census, voting, and being connected to
5 legislative representation.

6 On one level the Commission will be successful if
7 the redistricting that is completed is legally defensible
8 by meeting the requirements of the Constitution, Voters
9 Rights Act, and Proposition 11, itself.

10 But an additional level of success in California's
11 historic attempt at redistricting will be the acceptance
12 of the final maps. In this sense, the Commission can
13 increase its chance of success if the process is
14 transparent, done with impartiality, involves extensive
15 community input and balances the needs of legal
16 requirements, technology, and Commissioner consensus.

17 On the other side of the issue, I believe the
18 potential harm to the State can again be broken down into
19 direct and indirect impacts.

20 If the Commission is unsuccessful in its ability
21 to redraw the maps; fortunately the direct harm to the
22 State can be minimized as the State Supreme Court has the
23 ability to assign a Special Master to draw the maps.

24 But, of course, if this would happen the indirect
25 harm to California would be much more severe. All of the

1 opportunities for improvements to the State previously
2 mentioned would be lost and, more importantly, the failed
3 process could result in disengagement and
4 disenfranchisement of the people towards the process and
5 similar efforts in the future, both in California and
6 other states.

7 I do believe and hope that harm can be minimized
8 if the Commission works collaboratively, in an impartial
9 manner, is diligent in its efforts, documents all
10 reasonings for Commission decisions, and is transparent
11 and inclusive throughout the process.

12 Ultimately, I envision the Commission's success
13 will result in a more fair and balanced of district
14 boundaries, an ability to broaden, diversity, incorporate
15 public voices, and more legitimacy to choose
16 representatives and, hopefully, an increased engagement of
17 citizens in and ownership with the redistricting process.

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

1 Commission meets its legal deadlines?

2 MS. DIGUILIO-MATZ: Thank you. To highlight my
3 experience working in a group towards a common goal and my
4 role in achieving collaboration, I've chosen my experience
5 working on the Mental Health Services Act, also known as
6 Proposition 63.

7 Based on my reputation to effectively work on the
8 initial phases of complex programs, as well as my
9 familiarity with a variety of San Joaquin County
10 organizations, I was hired as a consultant to assist in
11 implementing the planning stage, the goal of which
12 included facilitating multi-level planning, the community
13 engagement process, and the written final report submitted
14 to the State.

15 As part of the project management team were
16 responsible for the collaboration between multiple layers
17 of administrators advocacy groups, and consumers,
18 including the County Behavioral Health Services, itself;
19 an ad hoc Mental Health Board, consisting of staff,
20 consumers, and family members of consumers; and a
21 Stakeholder Steering Committee consisting of
22 representatives from proposition mandated groups,
23 including youth, adults, criminal justice, and the under-
24 served ethnic populations.

25 We spent an additional six weeks with specific

1 community-based organizations targeting the under-served
2 and ethnic populations in our county, including those of
3 Vietnamese, Hmong, Cambodian, Laotian, Muslim Middle
4 Easterner, Latino, African American, Native American, GLBT
5 and the homeless.

6 Ultimately, the total number of contacts made in
7 the community through the initial planning process was
8 over 5,000 people and was then utilizing consumer
9 engagement groups, focus groups, community stakeholder
10 forums, interviews, targeted individual surveys and large
11 event anonymous surveys.

12 After the completion of the process we
13 successfully transitioned the implementation of the
14 county's community plan to those within the mental health
15 field.

16 I believe that success in reaching our goal was as
17 a result of all those engaged in the process. This
18 included my approach of fostering collaboration through a
19 clear identification of goals, the ability to add
20 educational and big picture elements to the discussion,
21 respect among the group, within the community, and for the
22 process, itself, and constantly translating the
23 information and data between all groups involved to ensure
24 inclusion and accountability.

25 Similarly, I believe my ability to both set a

1 standard of mutual respect, as well as leveraging
2 individual skills, experience and knowledge of all those
3 involved would encourage high levels of collaboration on
4 this Commission.

5 Lastly, I envision three key elements to ensuring
6 the Commission meets its legal deadlines. The first is in
7 setting timelines. I see at least four separate timelines
8 being developed to mirror the four main Commission
9 responsibilities I mentioned earlier, that of managerial
10 procedures, quantitative data collection, qualitative data
11 collection and mapping, expecting that many of these
12 timelines will run concurrently and intermingle with one
13 another.

14 Second, I see the role of an impartial and
15 experienced staff as a critical element of the
16 Commission's success.

17 And lastly, by effectively utilizing and
18 leveraging the skills, and expertise, and knowledge of all
19 those involved with the Commission we will be able to meet
20 our tight deadlines in an efficient manner.

21 Together, when all elements of the Commission are
22 working collaboratively, deadlines are more easily
23 attained.

24 MS. RAMIREZ-RIDGEWAY: A considerable amount of
25 the Commission's work will involve meeting with people

1 from all over California, who come from very different
2 backgrounds and very different perspectives. If you are
3 selected to serve on the Commission, tell us about the
4 specific skills you possess that will make you effective
5 in interacting with the public?

6 You've got about, just under three minutes.

7 MS. DIGUILIO-MATZ: Okay, I'll go faster. An
8 appreciation for diversity in all its forms, from cultural
9 to linguistic, geographic to economic, age to experience
10 level is not only a key aspect within the Commission's
11 legal framework, but also essential to effectively draw
12 district lines that represent all Californians.

13 As an example of my background in social,
14 economic, ethnic, regional and even international
15 diversity, I would like to mention a few of my
16 experiences.

17 Within socioeconomic diversity, as an
18 undergraduate at the University of California, San Diego,
19 through a graduate seminar, I was involved with and took
20 trips to the Machiladores (phonetic) in Tijuana, Mexico,
21 while studying issues of work and their social
22 implications for the workers during the period leading up
23 to the 1990 NAFTA treaty.

24 Within international diversity, as a graduate
25 student at the University of Cincinnati, I help administer

1 a USIA grant involving a three-way collaboration between
2 Godgame University in Indonesia, Chulalongkorn University
3 in Thailand, and the University of Cincinnati School of
4 Planning.

5 This culminated in spending nine weeks in Chiang
6 Mai, Thailand, with the other graduate students and
7 faculty where I gathered data on informal local economy
8 related to sustainable development.

9 Within regional diversity, while also a graduate
10 student at the University of Cincinnati, I was involved
11 with the Appalachian community in the Lower Price Hill
12 neighborhood of Cincinnati that involved working with
13 community leaders and local school administrations around
14 issues of social justice.

15 And, I might add, simply living in a major
16 Midwestern city, itself, was another example of regional
17 diversity for me. The history, demographics, culture and
18 geography were much different than what I had known in
19 California.

20 And lastly, within ethnic diversity, while working
21 as a coordinator for the Stockton Speaks project we
22 collected 54 interviews from 18 ethnic families around the
23 theme of coming of age. These stories included the
24 experience of three generations of Stockton residents,
25 those of grandparents, parents and young people within

1 nine ethnic groups, Native Americans, Chinese, Japanese,
2 Filipino, Italian, African American, Mexican, Cambodian
3 and Hmong, all in an effort to increase the sense of
4 community and levels of tolerance within these groups and
5 Stockton, as a whole.

6 Within the variety of these experiences I came to
7 understand the different levels of capacity of
8 sophistication when working with the public, especially in
9 areas that have been traditionally under-served, often due
10 to reasons such as language, economic status and cultural
11 background, and also to be able to apply the appropriate
12 level of sensitivity to these issues.

13 On another note, one of my personal experiences is
14 in a situation where I was considered a minority, would be
15 during the two seasons I was a fire fighter with CALFire,
16 in San Diego County.

17 As is often the case in the field of fire fighting
18 it was a male dominated and I was the first and only woman
19 at my fire station.

20 This experience reinforced my ability to work
21 effectively in difficult situations, not only because of
22 the nature of our job, but also the added scrutiny and
23 expectations I was under as a woman.

24 Finally, if you can stand one more list and I can
25 get it in, a description of the skills that have made me

1 effective in interacting with diversity in all its forms
2 would include --

3 MS. RAMIREZ-RIDGEWAY: Time.

4 MS. DIGUILIO-MATZ: Okay. For another time.

5 CHAIR AHMADI: Please go ahead and complete that.

6 MS. DIGUILIO-MATZ: Okay, thank you.

7 Okay, the skills that would allow me to work with
8 diversity in all its forms would include excellent
9 analytical and organizational skills, the ability to
10 handle complex and multi-dimensional aspects of projects,
11 well-established capacity for impartiality and fairness,
12 efficiency, but not at the expense of compromising data or
13 individual engagement, having thick skin, being a good
14 listener with a willingness to consider new evidence and
15 change positions and, finally, truly enjoying the
16 opportunity to meet with new people and work in a
17 collaborative environment.

18 Thank you.

19 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

20 CHAIR AHMADI: Thank you so much.

21 MS. DIGUILIO-MATZ: Thank you.

22 CHAIR AHMADI: Good morning.

23 MS. DIGUILIO-MATZ: Good morning.

24 CHAIR AHMADI: I have a few follow-up questions --

25 MS. DIGUILIO-MATZ: Sure.

1 CHAIR AHMADI: -- in regards to your responses,
2 starting off with your description of the responsibilities
3 for the Commissioners in response to question number one.
4 One of which was when you look at the quantitative data,
5 you mentioned something about the ability to forecast the
6 demographic of the State, or did I hear you correctly?

7 MS. DIGUILIO-MATZ: I don't know if I used the
8 word forecast but --

9 CHAIR AHMADI: Okay.

10 MS. DIGUILIO-MATZ: -- but maybe it was in the
11 context of I see before we actually are able to get the
12 Census data back from us, the Commission, it would
13 probably be helpful for them to have some background, and
14 that could be looking at previous data.

15 There has been some forecasting that's out there
16 and I understand there's difference in opinion on using
17 forecasting.

18 But as an example, I think most forecasting agrees
19 that there has been a shift in population away from
20 coastal and there's been more population gain in the
21 inland areas of California.

22 So, having that in mind, the Commission might be
23 able to at least have some -- set a strategy for
24 anticipating that with it being confirmed or not confirmed
25 with the actual Census.

1 CHAIR AHMADI: Sure, sure.

2 MS. DIGUILIO-MATZ: Okay.

3 CHAIR AHMADI: And that was kind of like where I
4 was trying to go. What sources do you think is available
5 to help you with that kind of information?

6 MS. DIGUILIO-MATZ: Before the Census arrives?

7 CHAIR AHMADI: Yes.

8 MS. DIGUILIO-MATZ: I think there's quite a bit of
9 information. I think the Census, as I understand it, the
10 American Community Survey, the ACS, the Census now
11 undertakes that, instead of just once every ten years,
12 they're doing this on a rolling basis, every one to three
13 years. So, that does give you some indication of data
14 that's been happening within the last three years that
15 could give you an initial starting point.

16 There's also data -- again, I think part of it
17 depends on what the Commission chooses to have as kind of
18 its goals and how it wants to target, maybe, communities
19 of interest, or how it wants to look at population within
20 those contexts.

21 You could probably also get some data from the
22 State level. Maybe, if you're interested in finance
23 issues, Department of Finance, there's -- I could imagine.

24 Well, I would also probably utilize the statewide
25 database. I know it does have a collection of quite a bit

1 of quantitative data that the Commission might feel is
2 necessary to get an idea of where it wants to go in the
3 future.

4 CHAIR AHMADI: When you were discussing these
5 responsibilities, were you discussing these four
6 responsibilities as a milestone or all of them can be
7 simultaneous responsibilities?

8 MS. DIGUILIO-MATZ: Yes, definitely, they will
9 certainly have to be done simultaneously.

10 CHAIR AHMADI: Okay.

11 MS. DIGUILIO-MATZ: And that was later on, when I
12 had answered the question about timelines, I do -- the way
13 I had envisioned the actual duties being broken down into
14 the four areas would also require individual timelines for
15 both, but they would be -- they would have to run
16 concurrently because of the tight deadlines that the
17 Commission will be facing. So, I think they'll be
18 milestones that will have to happen within each of the
19 four areas, but they will be running concurrently and also
20 intermingle with each other at times.

21 CHAIR AHMADI: So, what would be the purpose of
22 the use of demographic data or forecasts in the
23 demographic data, would that be for --

24 MS. DIGUILIO-MATZ: I think it might help the
25 Commission have an understanding. I think part of our

1 task, also, is to recognize communities of interest.

2 CHAIR AHMADI: Okay.

3 MS. DIGUILIO-MATZ: And there might be some
4 opportunity for us to see where some of the potential
5 communities of interest, whether they be based on
6 cultural, or ethnic, or maybe even religious or geographic
7 areas, there might be some idea for us to be able to look
8 at the data to say we could have at least an initial
9 understanding. I think it's important for us to balance
10 having some initial understanding of the issues, but not
11 to make decisions until we have the full set of
12 information.

13 I think there's kind of a fine line between
14 understanding and training, anticipating some of the
15 issues, but to also understand that that's flexible until
16 we get the final data. It gives us a starting point and a
17 direction for where the Commission would like to go, but
18 it would be confirmed or adjusted when final data arrives.

19 CHAIR AHMADI: Okay. You mentioned religious
20 data, and also in response to question number four, when
21 you were describing your work on the Prop. 63, you
22 mentioned a number of ethnicities or ethnic groups, but
23 when you referred to like Laotians, and others, but when
24 you referred to the Middle Easterners, you mentioned Muslim
25 Middle Easterners.

1 So, what are your thoughts about the role that the
2 religion will play in the redistricting?

3 MS. DIGUILIO-MATZ: And from how I understand it,
4 really, it needs to be an aspect of if individuals
5 consider themselves a community of interest there's
6 multiple ways that they might identify themselves. And I
7 think that there's thing we might anticipate, again,
8 cultural, ethnic, economic, social issues, but one of them
9 may be religious and I think we have to be mindful of that
10 and to be respectful that there's -- that that might be a
11 way that individuals feel that it could define their sense
12 of community.

13 And I think also, when I had mentioned in Prop.
14 63, we had deemed it Middle Easterner/Muslim because there
15 are other individuals outside Middle Easterner, that are
16 also Muslim, but we were trying to take that into -- the
17 county had identified that as an under-served population,
18 so we wanted to be mindful that one is not necessary to
19 the other, but to be inclusive of both.

20 So, again, it was a matter of how -- whether it
21 was in Prop. 63 or whether it would be here, it gives
22 individuals an opportunity to further identify themselves
23 within a community of interest.

24 So, in terms of the role of the Commission, it
25 would be able to incorporate that into the activities that

1 we undergo.

2 CHAIR AHMADI: So, did you also look at other
3 religious groups within the Middle Easterners?

4 MS. DIGUILIO-MATZ: For Prop. 63?

5 CHAIR AHMADI: Yeah.

6 MS. DIGUILIO-MATZ: We hadn't, only because it
7 hadn't been identified as an under-served area within the
8 mental health field.

9 CHAIR AHMADI: Okay.

10 MS. DIGUILIO-MATZ: I think there had been some
11 issues, some lack of outreach to those groups, as well as
12 maybe there's a lot of -- again, this was an area that I
13 wasn't familiar with going into it, mental health, I
14 really had an opportunity to learn a lot. But there's
15 obviously a lot of stigma that's surrounding that issue
16 and there's more or less in different cultures.

17 So, within that specific culture there's a
18 large -- there's also a large Pakistani and Sikh
19 population, and so there's a lot of groups that were tied
20 to cultural or even religious aspects that had been
21 determined, based on our community feedback, to be under-
22 served. So, that's why we chose that. Or not that we
23 chose, that was why it had been included as opposed to any
24 other religious denominations.

25 CHAIR AHMADI: Okay. So, as part of that response

1 you also mentioned interaction with the State officials.
2 I assume that that was to get approval for certain
3 decisions?

4 MS. DIGUILIO-MATZ: Yeah, it was the back and
5 forth between the legislative requirements that we were
6 under to make sure we were following the mandates, and
7 then to give the data back to the State, as required. So
8 that was just -- it was just for --

9 CHAIR AHMADI: Which State agency, or department,
10 or officials?

11 MS. DIGUILIO-MATZ: It was the Department of
12 Mental Health.

13 CHAIR AHMADI: Okay.

14 MS. DIGUILIO-MATZ: Because that was who was
15 implementing, who was responsible for the --

16 CHAIR AHMADI: So, those interactions were at the
17 department level?

18 MS. DIGUILIO-MATZ: Yes. And actually, to be
19 honest, that didn't really happen through me, it happened
20 through the lead person who was involved with this.

21 CHAIR AHMADI: Okay. Thank you so much.

22 MS. DIGUILIO-MATZ: You're welcome.

23 CHAIR AHMADI: In your application, I have a few
24 questions, just to clarify some things for myself.

25 What is the mission of the Leadership One

1 organization?

2 MS. DIGUILIO-MATZ: It's a business transition
3 organization, it helps with strategic planning and
4 leadership development. And it was -- the woman, Lois
5 Lang, whom I worked for, was actually working for
6 Leadership One, and one of the things -- traditionally, as
7 I understood it, they were doing more businesses, but they
8 decided to branch out into nonprofit areas, as well. And
9 Lois Lang was the local San Joaquin County for them, and
10 so she had gotten a grant to implement Prop. 63, so that's
11 how I came to work for her, which was overseen by
12 Leadership One.

13 CHAIR AHMADI: Okay, thank you.

14 MS. DIGUILIO-MATZ: Uh-hum, which is a Sacramento-
15 based organization.

16 CHAIR AHMADI: Okay, thanks.

17 You also mentioned in your application that you
18 had -- you mentioned about 15 years of experiences
19 reviewing grant proposals in private, nonprofit, and
20 governmental organizations.

21 MS. DIGUILIO-MATZ: Yes.

22 CHAIR AHMADI: Can you tell us where you were
23 working or volunteering when you gained this experience?

24 MS. DIGUILIO-MATZ: I think it started -- early on
25 I realized that I was able to do some development work and

1 very quickly I also had an opportunity to do some --
2 instead of doing the grant writing, to do the grant
3 reviewing, and I quickly found it was much nicer to give
4 the resources than to ask for the resources.

5 But it started, actually, I worked for Patagonia,
6 the business, outdoor clothing company, and they had
7 environmental grants, they gave a certain percentage of
8 their profits to nonprofit environmental groups, so I
9 would review those applications.

10 At the Great Valley Center, it was the Legacy
11 Grants that they gave out for the social, environmental
12 and economic well being of the Central Valley.

13 At the Human Services Agency, the Incentive Funds
14 were those for the Youth and Family Enrichment program,
15 those included -- that was one that we had developed from
16 the ground up and that was large scale grants, as well as
17 mini grants, so they each had separate tracks.

18 And, let's see, with the City of Stockton,
19 Community Development Commission, we give out the HUD
20 grants we review those.

21 I've also been asked to serve on panels, I think
22 because of the reputation that I had in the community for
23 objectivity, and impartiality, and just effectiveness. I
24 have also been asked, on a volunteer basis, to sit on
25 First Five San Joaquin County, United Way. The City of

1 Stockton Police Department, I reviewed some grants for
2 them as well. And I've also been asked to sit on Human
3 Resources Panel.

4 And so, the accumulation of the last -- since the
5 early nineties until now, really, I kind of round it off
6 at 15, but it's been on and off since the early nineties
7 that I've done that.

8 CHAIR AHMADI: Okay. Thank you so much.

9 In your application you also mention, you also
10 indicate that you were responsible for the information and
11 development of the City Project, collecting narrative from
12 nine ethnic groups in the region?

13 MS. DIGUILIO-MATZ: Yes.

14 CHAIR AHMADI: Was that the Prop. 63?

15 MS. DIGUILIO-MATZ: No, that was the Stockton
16 Speaks Project, that was a project --

17 CHAIR AHMADI: Can you tell us a little more about
18 that?

19 MS. DIGUILIO-MATZ: Sure.

20 CHAIR AHMADI: Thank you.

21 MS. DIGUILIO-MATZ: That was really a wonderful
22 experience. It was the Stockton Speaks Project, and that
23 was one of only ten projects that was funded throughout
24 the State of California, by the California Council for the
25 Humanities.

1 And the gentleman I worked with at the University
2 of the Pacific was Bob Benedetti. And that was another
3 thing where I was actually already had a full time job and
4 was asked to do this, and I was so excited about it and I
5 said, sure, and it became this very large project. I have
6 a tendency to really enjoy the challenge of new projects
7 and the opportunity to meet new people.

8 And so, that was something that we quickly
9 realized that what we wanted to do was to take an
10 opportunity to really engage the traditional ethnic
11 communities within San Joaquin County, specifically
12 greater Stockton area, and learn from the experiences of
13 three different generations, the youth, the adults, and
14 the elderly, and to get their stories, to have a common
15 theme around coming of age stories.

16 So, the idea was for the elderly to talk about
17 when they were growing up, and the same with the adults
18 and the youth. So, you quickly saw, you could see the
19 links between those, that they weren't disparate amongst
20 each other, but also within the nine different ethnic
21 groups.

22 So the logistics of setting that up, as well as
23 making the contact with the communities, each individual
24 community, for them to help us determine which families
25 would be interviewed, it was really an incredible

1 experience to not only hear these stories but to see the
2 uniqueness within each of the ethnic communities that we
3 were able to -- the nine different ethnic communities we
4 went into.

5 CHAIR AHMADI: Within Stockton.

6 MS. DIGUILIO-MATZ: Within mostly Stockton. Some
7 of it was a little bit outside Stockton but, yes, that was
8 all in the --

9 CHAIR AHMADI: In the same region?

10 MS. DIGUILIO-MATZ: Oh, yes, I'm sorry, within the
11 same region.

12 CHAIR AHMADI: No, that's okay. So, from that
13 experience and I'm sure, as you've stated, you know, that
14 was very informative and educational, why do you think
15 some of the -- how do you think the issues, or concerns,
16 or preferences compare to the rest of the State, from your
17 study looking in more close detail at the Stockton
18 population?

19 MS. DIGUILIO-MATZ: Yeah, again, I think it was
20 within the stories collected from when they were young.

21 But I do think the issues, the communities that
22 Stockton has in a lot of ways do mirror a lot of the other
23 communities within California, to some degree or another I
24 think there's elements of all of those groups within
25 different parts of California, of course.

1 I think within each group, the African American
2 experiences in Stockton are probably going to be very
3 different than those in San Diego and different than those
4 in San Francisco. But I think there also is some
5 commonalities and cultural uniquenesses.

6 We also learned -- I also, even though I think
7 intuitively I understood that, but it was again a good
8 experience to realize uniqueness within each of the
9 different culture groups.

10 We quickly found that in some of the groups it was
11 very important, if you were interviewing a woman, that you
12 had maybe another woman there, you didn't want to have a
13 lot of men in the room.

14 In some there was a level of respect where, if you
15 were interviewing an elder, it was anticipated that you
16 would reciprocate with someone of equal standing to do the
17 interviewing.

18 I think some of that, again, intuitively you know,
19 but you recognize that.

20 And I think in terms of -- I'm sorry, I'm trying
21 to go back to that original question of how that reflects
22 in California.

23 CHAIR AHMADI: Uh-hum.

24 MS. DIGUILIO-MATZ: I think having appreciation
25 for different communities and recognizing that I think

1 within all areas of California you do have those stories
2 within stories. You might have -- you may have a Native
3 American community, but again recognizing that their ways
4 of framing their community may be very different in
5 Stockton and, again, in other parts of California as well,
6 and recognizing the uniqueness within each. And working
7 with them to the level that best suits them and their
8 capacity, and their interest, and their level of
9 sophistication.

10 CHAIR AHMADI: Could you tell us or share with us
11 what was the most challenging aspect of this project for
12 you?

13 MS. HAMEL: Five minutes.

14 CHAIR AHMADI: Thank you.

15 MS. DIGUILIO-MATZ: Probably, the most challenging
16 aspect was probably the logistics, at least initially. I
17 think the idea was we were all very excited, this was a
18 great opportunity to pull some, to really highlight people
19 and experiences that don't typically get highlighted.

20 But when it really came down to it and recognizing
21 that we were trying to reach into these communities, and
22 do all these interviews, and the nature of training those
23 individuals who were doing the interviews, and working
24 with the technical equipment and making sure we had a set
25 standard before we went into it, I think, again, similar

1 to the Commission, it was very important for us to have a
2 clearly defined goal, clearly defined, at least initial
3 questions, to get some consistency among the different
4 groups.

5 Because if one group of people were talking about
6 one thing, and another with another, it would be hard to
7 highlight them in a similar manner, given the opportunity
8 also to have subjective conversations.

9 But I think just the logistics of all that was a
10 little daunting at first, but I see it as a challenge.
11 And I, personally, if you can tell by what I've done and
12 in the past, I really relish challenges and I like the
13 ability to dissect each of those pieces and try and make
14 them function to the best of their ability.

15 So, in some ways the more complex, the more
16 challenging, the more excited I get about something like
17 that.

18 CHAIR AHMADI: Okay, thank you very much, no more
19 questions.

20 MS. DIGUILIO-MATZ: Thank you, Mr. Ahmadi.

21 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

22 VICE CHAIR CAMACHO: Hello. Hello, Ms. --
23 thank you very much, Diguilio.

24 MS. DIGUILIO-MATZ: You're more than welcome.
25 Thank you.

1 VICE CHAIR CAMACHO: You might have already stated
2 in your application, when did you perform this Stockton
3 Speaks work?

4 MS. DIGUILIO-MATZ: Stockton Speaks was -- it
5 started, let's see, late -- I'm sorry, I'm going back --
6 2002 I think it would be, to about 2003? Yeah. It
7 started, we started the implementation in 2003. I think
8 the grant was received a little bit towards the end of
9 2002. And, again, it was just one of only ten in the
10 State, so it was also interesting to be a part of that.

11 VICE CHAIR CAMACHO: What were the results and
12 outcomes of that project?

13 MS. DIGUILIO-MATZ: That's a good -- that's a good
14 question, yeah.

15 In terms of the grant, the project, itself, really
16 was to hopefully increase levels and understanding, and
17 tolerance within the individual communities, but also
18 within Stockton, as a whole.

19 The way the grant was organized was to also that
20 the individuals who were actually doing the interviewing,
21 we also tried to get a range of ages and ethnicity, so
22 there was some cross-generational and cross-ethnic
23 interviews, so that you would have maybe someone of
24 Italian decent interviewing someone of Laotian decent.

25 So, within those groups we also did some

1 statistical feedback in terms of what their experiences
2 were and how they felt, if it increased their levels of
3 understanding and tolerance.

4 But then also we wanted to not just leave it
5 within that group, but we wanted to bring it to the larger
6 community as a whole.

7 So, as a result we also had, we had a website, we
8 had a disk, a DVD. We also had some brochures and fliers
9 that we came up with.

10 But there was also one community event -- there
11 were a couple, but it culminated in a Stockton-wide
12 celebration, where we had all the different ethnic
13 communities, and those that were involved in the process,
14 as well as just the general community of Stockton come out
15 to celebrate the diversity and to recognize the
16 contributions of each of these different ethnic
17 communities within our own community, and to celebrate
18 that.

19 So, we also did some surveys and feedback to see
20 if the people attending this celebration also felt that
21 they received a better understanding of what -- as a
22 result of the project.

23 VICE CHAIR CAMACHO: So, that was just a one-time
24 endeavor for that project?

25 MS. DIGUILIO-MATZ: Correct.

1 VICE CHAIR CAMACHO: Okay.

2 MS. DIGUILIO-MATZ: The idea was hopefully,
3 ultimately to build on that. And the nine ethnic groups
4 that were chose were based on their predominance within
5 the community, but also when they came to Stockton so
6 that, hopefully, we were getting most of the ethnic groups
7 that came on a sequential basis. So the idea was maybe,
8 in the future, if more funding arrived to be able to
9 continue that with additional ethnic groups.

10 But as the case with most things, funding is more
11 limited.

12 VICE CHAIR CAMACHO: Okay. You state in your
13 application that you believe impartiality can be best
14 achieved when there are clear guidelines, frameworks to
15 work within. Can you explain this statement?

16 MS. DIGUILIO-MATZ: I think that it's helpful, I
17 was thinking back to my experience as a grant reviewer and
18 I think it's always -- I think in some ways it's easy to
19 say I'm very impartial, but the difficulty is in showing
20 that how are you impartial?

21 And one of the ways is to have a clear guideline.
22 I think for the Commission that's been established for us
23 to a large degree, whether it be the one person, one vote,
24 the VRA, the State's Voters Rights Act, and then there's
25 issues of continuity, compactness, respecting political

1 boundaries, communities of interest, nesting. Some of
2 those criteria have been established for us so we know
3 what we are working within.

4 I think when you are able to do that it gives
5 individuals a framework for how to judge, to keep some
6 objectivity in the process, so that you're not just
7 saying, well, I think we should do this, or I think this
8 would be helpful or whatnot, there are clear guidelines as
9 to what you are supposed to do.

10 And again, going back to doing grant reviewing, it
11 was always very helpful, we would -- one of the process is
12 we would bring outside reviewers in, and it doesn't
13 necessarily have to be someone who was an expert in the
14 field, but just have the ability to read a proposal. And
15 we would give them the set guidelines and say these are
16 the areas that -- in a descriptor, not just does the
17 person give a good program description, but what makes a
18 good program description and give them? Did they have
19 institutional stability? Well, what determines
20 institutional stability?

21 And once you give them those clear guidelines it's
22 much easier to allow for objectivity in the process.

23 And, of course, there's always room for
24 subjectivity, too, your overall impressions, but I think
25 really having those clearly set out guidelines allows for

1 a more impartial and fair process.

2 VICE CHAIR CAMACHO: How do you think having clear
3 guidelines and a framework will help where, obviously,
4 interpretation of the law on communities of interest, and
5 how to split those interests if need be, where you might
6 run into other ambiguities within the Commission, how do
7 you think that should be handled?

8 MS. DIGUILIO-MATZ: I think, as much as you have a
9 set criteria, I think there will really be a continual
10 back and forth in terms of incorporating those
11 ambiguities, but also trying to continue to move the
12 process forward.

13 So, to try and answer that, I would see, first of
14 all, the advice of legal counsel will be imperative, as
15 particularly someone who's an expert in the Voting Rights
16 Act, to be able to tell us if we're on track or not.

17 I think a key element will also be going to the
18 communities of interest, to the individual communities and
19 asking them, and saying here are the parameters. I think
20 we give them some parameters in saying, you know, we'd
21 love to have your little neighborhood, but under one
22 person, one vote it has to be a certain number of people,
23 how do you define your communities of interest. And
24 really trying to help them work through the process by
25 giving them the information and then asking for their

1 feedback.

2 And then I also -- I think, ultimately, I also see
3 some of this as the -- there will be challenges
4 throughout, but some of the biggest challenges will
5 probably be in the periphery of district lines, I think,
6 again, based on the, let's say, the one person, one vote,
7 equal population. There's not much that can change in
8 some areas, let's say maybe the northwest or so, the
9 northern part of California, just based on the amount of
10 population.

11 But along the periphery, where people may have --
12 there may be some question as to whether you're dividing
13 or potentially dividing communities of interest, it will
14 be important in those areas, especially, to be able to
15 juggle the requirements, the legal requirements, the
16 mandated requirements, as well as to be able to get the
17 feedback from individuals, from the community as to how
18 they determine the community of interest or their feedback
19 as to where they see the lines being drawn.

20 VICE CHAIR CAMACHO: You kind of talked a little
21 bit about giving information to the public. What type of
22 information do you think the public should receive and
23 how?

24 MS. DIGUILIO-MATZ: Well, I think there's a couple
25 elements to that. I think that one will be just the

1 logistical aspects of getting the information out, the
2 meetings, what's going on, on a statewide basis, whether
3 we're having -- the process, what are the processes of the
4 redistricting.

5 The other element will also be trying to get
6 information for participation, in terms of trying to
7 solicit involvement, I think trying to do that with
8 communities.

9 I know there are certain advocacy groups that
10 probably have a built in contacts with certain groups
11 throughout California, so we could probably utilize some
12 of their expertise. I also think having thought about
13 this a little bit, with the 58 counties, I'm sure to some
14 degree there's some level of knowledge of different
15 communities of interest within each county, so at least
16 approaching there.

17 And I really feel like the ability to get into
18 specific communities, especially maybe ethnic or under-
19 served communities, there's a constituent base that knows
20 it best, and also has a legitimacy within that group to
21 say your participation is important, so individuals will
22 hear that.

23 And, ultimately, I think that if we bring, as I
24 mentioned with the qualitative data collection, the need
25 to have a standard approach to these meetings so that we

1 can have uniformity in trying to really use it as an
2 educational element as well, too, and say this is
3 redistricting. I think for even a lot of us redistricting
4 was new. But to say this is redistricting, this is why we
5 want your involvement, these are some of the parameters
6 we're going to work with today, but let's work together
7 and get some information back so that we can, hopefully,
8 get the information to flow back up into the Commission
9 and be able to utilize that data.

10 Because, again, it would be lovely to meet with
11 people and explain the process but, ultimately, if we
12 don't walk away with information then we're not doing a
13 service to the communities we've met with unless we've
14 gotten data from them as well, too.

15 VICE CHAIR CAMACHO: In your application you
16 describe your responsibility for developing presentations
17 and trainings.

18 MS. DIGUILIO-MATZ: Uh-hum.

19 VICE CHAIR CAMACHO: When did you perform this
20 work and how would this help you prepare for public
21 meetings and draw useful conclusions from them?

22 MS. DIGUILIO-MATZ: Okay. I think in probably a
23 lot of those different positions I'd mentioned there's
24 elements of that, whether it be when we were doing the
25 California Incentive Funds, we were responsible for

1 meeting with the -- making announcements about funding
2 possibilities, meeting with the community at least on a
3 couple opportunities within our home area, but also to go
4 out within the community to let them know what's
5 available.

6 I had to do presentations to be able to,
7 hopefully, impart the requirements and the legislative
8 guidelines for the funding, so that the groups, the
9 community-based organizations understood whether or not
10 they qualified, whether it was worth their time.

11 I also provided institutional support after the
12 process, if they needed some assistance with actually
13 writing the grants and feedback. And that was a similar
14 process.

15 I'm sorry, as another example, also, real fast,
16 with the Prop. 63, with the Mental Health Act, that
17 aspect, too, we also went out and really facilitated
18 conversations with groups throughout the whole county to
19 again educate and inform about the proposition because
20 people had in their mind, oh, there's money out there,
21 there's a money freefall for everybody, we need to just
22 get a part of that.

23 So, it was kind of educating, well, how do you --
24 what are the guidelines for obtaining funds and does your
25 group qualify?

1 So, it was providing education but then, also, to
2 get a feedback for what they felt were areas that needed
3 to be addressed in the future allocation of funds.

4 So, having said that, I think that's some of the
5 background of what I've done in the past, so I'm hoping
6 that those same -- I'm confident, actually, that those
7 same elements of both a two-way -- a two-way information
8 flow of data can happen on this Commission as well, too,
9 because I see it as really a wonderful opportunity to not
10 only draw district lines hopefully with impartiality, but
11 more importantly to really reach out to communities and
12 say this is an important issue, and this is why it's
13 important to you, and this is why your involvement is
14 really critical.

15 And then, so you're providing the educational and
16 then, hopefully, the enthusiastic element of getting
17 involved with redistricting, but then also to say this is
18 why we need your input, so let's work together and get the
19 information that's necessary and we can bring back and
20 incorporate into the final drawing of the maps.

21 VICE CHAIR CAMACHO: In your Proposition 63 work,
22 you talked about going out to the communities and
23 receiving their input. What did you do with their input
24 after you went out to the communities and would that be
25 something similar, also, for the Commission's work?

1 MS. DIGUILIO-MATZ: Yeah, that's a good question.
2 Sometimes, you want to tell stories and you get off on
3 tangents.

4 VICE CHAIR CAMACHO: No problem.

5 MS. DIGUILIO-MATZ: Yeah, the quantitative -- we
6 were looking at both the quantitative and the qualitative
7 data. We had certain parameters that we were trying to
8 ask to identify, there were certain mandated areas where
9 you could use funds, and so we would ask them are these
10 important to you, how would you rank them? So, we had
11 some consistency in terms of kind of -- you'd say like
12 more of an objective, you like A, B, C rank them.

13 But then we also left it open for qualitative
14 discussion as well, in terms of there's a lot of things
15 you can't capture and you can't anticipate if you'd just
16 broken it down into small categories.

17 So, we were able to afterwards taken that and, of
18 course, that's time consuming, where I think staff will
19 also be a help for the Commission is to really kind of
20 triangulate that data and to integrate both the
21 qualitative and quantitative data to, hopefully, come up
22 with -- let's say we were working in the Central Coast
23 area, in Santa Barbara, or San Luis Obispo, and they said
24 here's our -- these are our areas of interest in this
25 process, here is what we feel is our community of

1 interest, this is how we define it geographically,
2 socially, economically, as a Commission we'd be able to go
3 back and say, okay, now we're drawing the district lines
4 in this area, what is our qualitative from resources such
5 as the Census, and some of them may be the hard, more
6 technical data, and what is our qualitative data that
7 we've been able to come with?

8 And we can merge those or juggle those. Again, I
9 think it's a constant balance of incorporating both those
10 elements and, hopefully, be able to take those into
11 consideration to accurately draw the lines.

12 So, hopefully, we'll be able to -- again,
13 hopefully, I answered your question for giving data and
14 getting data.

15 VICE CHAIR CAMACHO: Okay. In your employment
16 history in the application, you have information up to
17 2008, and I know you talked about children.

18 MS. DIGUILIO-MATZ: Oh, yes. Uh-hum.

19 VICE CHAIR CAMACHO: And you're very active. What
20 have you done since 2008?

21 MS. DIGUILIO-MATZ: Well, looking back at -- and
22 that's always interesting when you're filling out these
23 forms and you realize these breaks in your employment
24 correspond with your children.

25 I've had the benefit of working, both being a

1 working parent and being a stay-at-home parent, and can
2 understand the challenges of both sides, and the benefits
3 of both sides.

4 But I think what's happened is I would have a --
5 like after the Human Services Agency, after our second
6 child I decided to take a break and it's a priority for my
7 husband and I that we stayed at home, I stayed at home.
8 But then soon enough the community comes knocking at your
9 door and this is a great opportunity, and I'm at a
10 position to say I would love to be involved, I want to
11 bring my expertise, so I would work with that project or
12 in that opportunity for a while.

13 And then we have another child and then, again, as
14 soon as -- so, you can see the pattern of how I've been
15 involved with different project-based opportunities.

16 So, since 2008, instead of being in a formal
17 employment situation, I've been involved with doing grant
18 writing and doing fund development for schools, and for
19 other nonprofit organizations, just on my own because I
20 feel like if you have a skill set and it can be utilized,
21 that within the means that's acceptable to balancing the
22 requirements of your family, to be able to help in any way
23 you can.

24 So, I've written some grants for tracks, and for
25 equipment, and just done some opportunities.

1 In fact, just recently, I had another, St. Mary's
2 Interfaith Dining Hall/Homeless Children's School, had
3 called and said would you like to be our development
4 director. And I said I'm involved with this Commission
5 right now, the opportunity to be involved with this
6 Commission, and I appreciate the vote of confidence, but I
7 would really like to see this through to the end.

8 VICE CHAIR CAMACHO: The schools that call you up,
9 are they various schools or --

10 MS. DIGUILIO-MATZ: Sometimes it's word of mouth.
11 But, really, I've concentrated my efforts in the schools
12 that are associated with my family, with my kids' schools,
13 or even preschools and things like that. So, fund-raising
14 in any way, I can help.

15 VICE CHAIR CAMACHO: Okay. That is the last
16 question I have.

17 MS. DIGUILIO-MATZ: Thank you, Ms. Camacho.

18 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

19 PANEL MEMBER SPANO: Good morning.

20 MS. DIGUILIO-MATZ: Good morning.

21 PANEL MEMBER SPANO: Your passion is grant writing
22 and fund development?

23 MS. DIGUILIO-MATZ: Yeah.

24 PANEL MEMBER SPANO: Pretty much right now. What
25 led you to -- what peaked your interest in the Commission,

1 in applying?

2 MS. DIGUILIO-MATZ: You know, this whole process
3 has been really interesting, I've had a chance to reflect
4 on everything.

5 I remembered when it was on the ballot in 2008,
6 and I was glad to see that it had passed, and I kind of
7 vaguely remember thinking, boy, they've got a big task
8 ahead of them.

9 And I think, as I mentioned in my application, I
10 was being at home, the radio off and on is my source of
11 kind of background information, and I had heard the State
12 Auditor, Ms. Howle, talking. And her level of excitement
13 and enthusiasm about the process and the real unique
14 opportunity for individual citizens to be involved in this
15 process, and the little voice in the back of my head said,
16 you know, individuals always have a tendency to complain
17 about what's wrong, but there's very few opportunities to
18 get involved.

19 And so, I went and I researched and I thought, you
20 know, a lot of these skills they're asking for are ones I
21 possess. So, I think it behooves me to be able to -- if I
22 have skills, to throw my ring in the hat and see where it
23 mind land, and little did I know, so here I am. So,
24 that's where it came from.

25 PANEL MEMBER SPANO: Going back to your Stockton

1 Speaks project. You wrote the funding proposal?

2 MS. DIGUILIO-MATZ: Helped with that, yes.

3 PANEL MEMBER SPANO: You helped with that?

4 MS. DIGUILIO-MATZ: Uh-hum.

5 PANEL MEMBER SPANO: And how were the narratives
6 collected and where are they now?

7 MS. DIGUILIO-MATZ: Actually, that's a very good
8 question. I know I have a disk of them. I do believe
9 they're housed at the University of the Pacific because it
10 also did -- I forgot to mention, there's also elements, we
11 had the students in an English class and some other
12 classes help to combine a lot of those into the
13 transcripts and things, and we also had a graphic arts
14 department do a lot of the videography of it, and a
15 collection of pictures and whatnot. So, I think it's
16 ultimately housed at the University of the Pacific,
17 probably in the Jacoby Center.

18 PANEL MEMBER SPANO: Okay, thank you.

19 How did the narratives -- I'm assuming that this
20 project has ended or is it a continuation?

21 MS. DIGUILIO-MATZ: Oh, yes, it's ended, yeah.

22 PANEL MEMBER SPANO: Okay. How did the narratives
23 strengthen the diversity of the community?

24 MS. DIGUILIO-MATZ: I don't know if it
25 strengthened, necessarily, but I think it definitely

1 allowed for an appreciation, but it brought to light -- I
2 think, and you've probably seen with interviewing all
3 these people, the uniqueness and the individual
4 experiences that they bring to the table that you want
5 to -- under normal circumstances you wouldn't know about.
6 You might know them in a current position.

7 But when you really dig down deep and you
8 highlight people, individuals love to share their stories,
9 which is what they found. And when you do that and you
10 bring them to light, people can find commonalities with
11 one another, they can also just appreciate the diversity
12 and experiences that someone else has.

13 And I think, too oftentimes we kind of are, just
14 out of necessity, very busy in our own lives and you don't
15 really have an opportunity to expand beyond that, or just
16 someone that you might not necessarily interact with on a
17 daily basis brings a unique set of skills, and
18 experiences, and really a wonderful about of diversity.

19 So, I think, ultimately, it helped highlight that,
20 which I don't think happens enough sometimes in our
21 society.

22 PANEL MEMBER SPANO: What were some of the stories
23 that really touched you?

24 MS. DIGUILIO-MATZ: I think I always liked the
25 ones -- I, personally, was partial to the elder

1 interviews, because usually they came from a time or place
2 that was the most distant from myself. And, particularly,
3 a lot of the ethnic communities that were immigrants, the
4 elders had experiences from their homeland or, again,
5 things that were just so different, the types of foods
6 they would eat, the things they remembered as a child,
7 playing with different toys or in different locations, and
8 the people that were important to them.

9 So, I think for me, I enjoyed that the most. And
10 oftentimes people don't ask elderly people sometimes.

11 PANEL MEMBER SPANO: They don't ask?

12 MS. DIGUILIO-MATZ: They don't ask. I think we
13 just assume that they've reached a certain stage in life
14 where they don't reflect on those things, but I think the
15 reality is they really like to be asked about those things
16 about themselves.

17 PANEL MEMBER SPANO: They like to talk about their
18 experiences?

19 MS. DIGUILIO-MATZ: Yes, yes.

20 PANEL MEMBER SPANO: What have you learned
21 about -- you said there's three generations, the youth,
22 the adult, and elders. What did you learn about the three
23 generations in terms of its similarities and differences?

24 MS. DIGUILIO-MATZ: That's really good. That was
25 part of what we were trying to accomplish, I think, is to

1 have them reflect on that as well.

2 I think, and I know this is a bit of a
3 generalization, but oftentimes I think the youth -- we had
4 to target -- we couldn't get too young, obviously, to try
5 and get stories, but there were usually the early teens,
6 teenagers, maybe even early twenties, of those ages.

7 But I think it was really an opportunity for them,
8 also, to appreciate those within their own community. And
9 most of these were families, so these were people that
10 they knew. And it's not often that you talk to your
11 parents or your grandparents.

12 You might be inclined to ask a stranger about what
13 was it like when you were growing up, or that's really
14 neat, but how often do we actually ask our own family?
15 And sometimes it's not until they're gone that you realize
16 their uniqueness.

17 So, I think the opportunity for reflection for all
18 individuals, and for parents to see their youth, their
19 children, usually, or grandparents to see them in a
20 different light, it was really interesting to see the
21 dynamics within the family, but then also to highlight
22 that for everyone else.

23 PANEL MEMBER SPANO: From what you learned from
24 this experience in talking to several generations of
25 various ethnic groups, how will this help you understand

1 the political preferences of these groups, these ethnic
2 groups, as you go out and talk about redistricting to
3 these communities and determine the lines, considering
4 these differences and similarities?

5 MS. DIGUILIO-MATZ: Good question. I think that
6 as we go out to meet with the communities of interest,
7 again, I hope -- one of the things I was excited about was
8 thinking, trying to brainstorm ways to reach out to these
9 communities and how best can we get their involvement.

10 But recognizing that depending on who we're
11 meeting with and the locations you may get different ages,
12 different backgrounds and individuals, but there may be
13 issues of language that we need in terms of interpreters.
14 There may also be experiences, as I mentioned before, in
15 terms of appropriate levels of conduct within certain
16 groups. Sometimes there's a preference to meet in
17 community settings. Sometimes -- I don't think we'll be
18 meeting in individuals' houses, as was the case here, but
19 there are different preferences for being the most
20 effective with individuals.

21 I think there's also just the knowledge that
22 everyone brings a unique set of experiences to the table
23 and, again, we can't anticipate what everyone's individual
24 background is, but just to be knowledgeable that we have
25 to be flexible to accommodate their needs, whatever they

1 may be.

2 PANEL MEMBER SPANO: Do you think the youth or the
3 younger adults influence, politically, their preferences
4 on the elders or vice-versa?

5 MS. DIGUILIO-MATZ: In general --

6 PANEL MEMBER SPANO: Among this group that you
7 had?

8 MS. DIGUILIO-MATZ: Oh, in that group?

9 PANEL MEMBER SPANO: Yeah.

10 MS. DIGUILIO-MATZ: I think it was different based
11 on the different -- as you asked this question, I'm kind
12 of going through my mind of seeing the different
13 interviews. And I think with some groups the elders
14 definitely played a very strong role in the -- kind of the
15 familial makeup. I think in other groups independent was
16 maybe highlighted and preferred.

17 So, again, I think it's -- I'm not one, usually,
18 for absolutes, I tend to recognize that there's varying
19 degrees in each situation and it's kind of taken
20 independently. So, unless you're asking for a specific
21 group, I'd probably say it goes both ways.

22 PANEL MEMBER SPANO: Yeah, I was curious about the
23 formation of the deep-rooted beliefs of the elders in the
24 contrast with the youth and how they can influence each
25 other.

1 MS. DIGUILIO-MATZ: Well, I think particularly
2 with some of our Southeast Asian populations that were --
3 in our area, in Stockton, have some high levels of recent
4 immigration, so they're very steeped in a traditional
5 culture of elders, with a lot of respect and authority
6 within the group.

7 Of course, that's been challenged and our
8 community's been facing that with some of the youth trying
9 to balance a desire to want to live within the culture,
10 but also trying to live within what you might say are --
11 the challenges that all youth have, but particularly when
12 you come from a different culture.

13 So, I think also the Native American population
14 was definitely steeped in a lot of tradition.

15 The Italian community had been in Stockton for a
16 little bit longer than other communities, so there was a
17 little bit different dynamics there.

18 But, yeah, I think all in all -- all in all,
19 authority is kind of generational based and the top being
20 the most -- having the most say.

21 PANEL MEMBER SPANO: I'm having trouble reading my
22 notes because my contacts are really dry, I'm so sorry.
23 Everything's like blurry right now.

24 (Laughter.)

25 PANEL MEMBER SPANO: Okay. Can we talk about the

1 San Joaquin County Human Services Agency?

2 MS. DIGUILIO-MATZ: Sure.

3 PANEL MEMBER SPANO: What was the company's
4 mission?

5 MS. DIGUILIO-MATZ: It's basically it has all the
6 elements of child protective services, welfare, adults and
7 aging.

8 PANEL MEMBER SPANO: Okay. And so, it offers
9 child protective services?

10 MS. DIGUILIO-MATZ: Yeah, though that was --
11 that's one of the elements in it, but I wasn't in that
12 part, actually.

13 PANEL MEMBER SPANO: Okay. You're a management
14 analyst?

15 MS. DIGUILIO-MATZ: Three.

16 PANEL MEMBER SPANO: In three.

17 MS. DIGUILIO-MATZ: Yes.

18 PANEL MEMBER SPANO: And so what were your
19 responsibilities?

20 MS. DIGUILIO-MATZ: Particularly within this
21 context I was hired to help implement the statewide
22 incentive funds.

23 PANEL MEMBER SPANO: Okay.

24 MS. DIGUILIO-MATZ: And that was -- again, we
25 recognized there was a bulk of money that was coming to

1 each county and we recognized that it probably wouldn't
2 last for a very long time, so it was imperative to get the
3 program up and running and all the aspects implemented as
4 soon as possible.

5 PANEL MEMBER SPANO: Okay. Can you tell me about
6 your, if you have any, responsibilities with
7 collaborations, and capacity building, and agency
8 development?

9 MS. DIGUILIO-MATZ: That was probably, as I'd
10 mentioned I think a little bit earlier, when we were doing
11 the RFPs for the large grants, or the mini grants, a big
12 aspect of that, that we felt was important wasn't just to
13 throw out an RFP and hope you throw your net wide, and
14 hope people come to you, but rather was to bring the
15 information about the monies and the parameters for their
16 use, to do the outreach, but also to be available to ask
17 questions.

18 And then as individuals -- again, I've been on the
19 other side of grant writing, too, and it's difficult,
20 there are some challenges. So, to be available to provide
21 help and assistance when individuals are writing.

22 And particularly, again, there was a high level of
23 diversity. We had cities applying, and counties that
24 maybe have more resources. We also had community-based
25 organizations, or those that maybe have more resources

1 than some even at the very grass roots level, so there was
2 different levels of outreach and support that I provided
3 to them.

4 PANEL MEMBER SPANO: So, a lot of competing
5 factors?

6 MS. DIGUILIO-MATZ: Yeah. But each deserving
7 their own individual consideration.

8 PANEL MEMBER SPANO: Was there a lot of discussion
9 and debate about who's going to get what funds, and for
10 what reason?

11 MS. DIGUILIO-MATZ: No. Again, the guidelines
12 were pretty clearly set out. But, again, that was where
13 when we had rubrics or set of criterias, they knew what
14 the criterias were ahead of time. And you don't have to
15 be horribly sophisticated to be able to just answer the
16 questions.

17 I'm sure you probably saw some of that with -- you
18 know, you ask just a very few questions and you hope that
19 individuals are able to respond.

20 But we did, hopefully, with some of our assistance
21 we provided some leveling out.

22 And I also might say that when -- when the
23 groups -- when anyone didn't get funded, it was one of the
24 key aspects I felt was very important was I met with each
25 of the groups, whether they got funded or not, and

1 explained to them, I wrote out ahead of time and said the
2 comments from the reviewers, any suggestions that we would
3 give for future consideration.

4 It gave them clear guidelines as to why they
5 didn't get funded, or at the funding level they requested,
6 so that they could understand and go back the next time
7 and have a better understanding of what would be
8 successful for them.

9 PANEL MEMBER SPANO: And that level of
10 communication, in terms of letting them know why they
11 didn't get funding and what they can do next time, had
12 that fostered better relationships or --

13 MS. DIGUILIO-MATZ: I think so. I think there's
14 always a tension between institutional organizations, and
15 this was the first time I had worked at a county -- at a
16 county organization, and at a larger scale, I'd been at
17 nonprofits and private before.

18 So, I think sometimes there can be an
19 institutional distrust and you have money and we don't,
20 and you're just holding it over us.

21 But I'd like to think, and maybe you could ask the
22 organizations, themselves, I'd like to think I broke down
23 some of those barriers, and it happened over time. And,
24 hopefully, was able to show different groups that we were
25 here to help and we were here to help them be successful.

1 And I think some of the activities that I
2 understood, and maybe did things a little bit out of the
3 norm maybe helped to break down some of those barriers and
4 establish a little more trust and a little more
5 effectiveness for -- ultimately, for the individuals that
6 everyone was serving.

7 PANEL MEMBER SPANO: What did you learn about the
8 concerns of your customers that you can -- and your
9 ability to communicate like this, that would continue as
10 your role as Commissioner?

11 MS. DIGUILIO-MATZ: I'd like to think -- you know,
12 there's an aspect of me that really loves data and loves
13 to work with things, and to do maps, and to make things.
14 But it's not because I particularly like numbers, I'm not
15 a statistician, I don't have an expertise in that.

16 But what I like to do is take the information and
17 make it relevant for individuals and for them to hopefully
18 better understand situations. And then you can also take
19 their information as well, too, and translate it. I think
20 you can take a large amount of data and condense it into
21 graphs, or maps, and whatnot, so it's kind of a two-way
22 balance.

23 And I think having the interest of both the data
24 but also really enjoying people, and really enjoying the
25 opportunity to meet new people, I think that's one of the

1 things that draws me to do these different, whether it be
2 the Water Coalition, or the Human Services, or Stockton
3 Speaks.

4 I get excited both about the challenges, the
5 logistical challenges, but also the opportunity to really
6 step outside my experience and to meet new people, and to
7 address new challenges, and it's really -- again, with
8 this process, I looked back at my history and I thought on
9 one level it looks like I've been bouncing around to
10 different things, in others I see a commonality of
11 starting things up from scratch but really enjoying,
12 again, the opportunity to meet new people and experience
13 new things.

14 PANEL MEMBER SPANO: Did you say I have five
15 minutes?

16 MS. HAMEL: Just under five minutes.

17 PANEL MEMBER SPANO: Four, okay.

18 You're a communications major?

19 MS. DIGUILIO-MATZ: Yes, undergraduate, yes.

20 PANEL MEMBER SPANO: I'm curious --

21 MS. DIGUILIO-MATZ: The all-encompassing
22 communications major, yes.

23 PANEL MEMBER SPANO: I noticed you were, and you
24 acknowledged this in the beginning, that you're going to
25 read from your script and you read pretty fast. How

1 effective do you think it is to communicate your responses
2 in such a condensed manner and basically ramroding it out?

3 MS. DIGUILIO-MATZ: Yeah, that's a good question.

4 My husband's probably laughing right now.

5 I really did struggle with this in terms of
6 wanting to be able to just speak openly and to, hopefully,
7 address that. But I also recognized there's a time
8 constraint, and you've listened to so many different
9 interviews at this point and I thought, well, to be -- to
10 try and show my expertise in some of these areas, I
11 thought it was more worthwhile to, hopefully, get that
12 information out as much as possible, that would be helpful
13 to you in making a better evaluation of my background.

14 And there's only so much that I can imagine you
15 can gather from a two-dimensional piece of paper and,
16 hopefully, being here you've gotten a better sense of each
17 one of us.

18 But I also am a very -- I guess because I see so
19 many different elements of this and I'm so excited about
20 all the different, whether it be legislative, whether it
21 be the data, whether it be the community engagement,
22 there's so many elements to this it's hard to just focus
23 down, and narrow down in one area.

24 So, I did struggle with whether I should be a
25 little more succinct, and I did try to whittle as much as

1 I could, but I kept thinking, oh, this is really
2 important, and this is really important. And I wanted to
3 demonstrate that I'd done quite a bit of a -- or done
4 research on this and looked at issues.

5 And it's been fascinating, I've enjoyed it as
6 well, too.

7 PANEL MEMBER SPANO: Yeah.

8 MS. DIGUILIO-MATZ: But good point about
9 communications, yes, shorter, succincter, slower.

10 PANEL MEMBER SPANO: Oh, no, I'm just curious if
11 you feel like could you lose the message, could you lose
12 the attention span?

13 MS. DIGUILIO-MATZ: I think this is probably a
14 unique situation where the dialogue being partly us giving
15 you information, partly you asking questions.

16 I definitely think that in a community setting
17 it's more important to focus. And probably, I think
18 our -- the things that we'll be doing in meeting with
19 individuals, or within a Commission is to really keep
20 focused on the task at hand, or what we're doing, and I
21 think that will be probably a more effective process, to
22 be a little more succinct and efficient.

23 PANEL MEMBER SPANO: As you speak to the public,
24 as you speak to the fellow Commissioners at these
25 hearings, are you going to be able to adjust your speaking

1 to different groups?

2 MS. DIGUILIO-MATZ: Yes, I think I'll be able to
3 do that. I think, if anything, I've been able to -- I
4 don't think you change personalities, or qualities of you
5 as an individual, but I think one of the talents is to be
6 able to be successful, to be able to know your audience
7 and to know what's needed, what level of professionalism
8 or engagement is needed.

9 PANEL MEMBER SPANO: Thank you.

10 MS. DIGUILIO-MATZ: Thank you.

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

13 CHAIR AHMADI: No.

14 VICE CHAIR CAMACHO: No.

15 MS. RAMIREZ-RIDGEWAY: Okay, I just have a couple
16 for you.

17 MS. DIGUILIO-MATZ: Sure.

18 MS. RAMIREZ-RIDGEWAY: I wanted to ask you a
19 little bit about your service on the Community Development
20 Committee. How did you get that position?

21 MS. DIGUILIO-MATZ: Actually, I was originally
22 asked by our city council member to serve on the city's
23 planning commission about four years ago, but at that time
24 I felt, after a couple of weeks of research -- I really do
25 give a lot of consideration to these things and I knew the

1 importance of it. And at that time my family situation
2 was I felt like it wouldn't be fair to either to not -- to
3 be able to give the time.

4 So, I had respectfully said thank you. And as I
5 understood it, our city council -- my city council
6 representative had gotten my name through the community,
7 again, as somebody who would be -- would be a good
8 candidate.

9 MS. RAMIREZ-RIDGEWAY: You have a planning
10 background, right?

11 MS. DIGUILIO-MATZ: I do have a -- yes, I'm sorry,
12 I didn't even had a chance to mention my planning
13 background.

14 MS. RAMIREZ-RIDGEWAY: It's like a perfect fit.

15 MS. DIGUILIO-MATZ: Of course, I just -- and
16 because I love new challenges, it was really hard not to.
17 But I realize that, in all honesty, I had to pull back a
18 little bit.

19 But as a fallback she said, well, how about the
20 Community Development Committee? The obligations aren't
21 as big and it was, again, within my lines of grant
22 reviewing and dealing with planning issues, so I was happy
23 to do that.

24 MS. RAMIREZ-RIDGEWAY: Do you -- are you still on
25 it?

1 MS. DIGUILIO-MATZ: I am, but the appointment ends
2 September 30th of this year.

3 MS. RAMIREZ-RIDGEWAY: Okay.

4 MS. DIGUILIO-MATZ: And so, I understand if I were
5 asked to be on it again, and if I was fortunate enough to
6 be on the Commission, that I would relinquish that.

7 MS. RAMIREZ-RIDGEWAY: You may have to. We don't
8 need to analyze it here, on the record, but it is a
9 possibility so I'm glad you recognize that.

10 I was listening to your really interesting history
11 and the various things you've done, and how much really
12 engagement you've had with a lot of different people. And
13 I wondered, what basic philosophies and personality traits
14 or characteristics would you like to see in all 14
15 Commissioners?

16 MS. DIGUILIO-MATZ: That's -- I think the 14
17 Commissioners are really not only mandated to have a
18 diversity of backgrounds, and whether it be the diversity
19 as it's been defined in terms of ethnic, racial,
20 geographic, but I think also skill sets will also be
21 bringing -- some of the candidates that you've had are
22 immensely qualified in a number of areas, so there will be
23 some diversity there.

24 But I think the traits and philosophy, I think
25 first of all that we all are coming to this with the

1 understanding of the importance of it, the historic
2 nature. I think if we've made it to this point we've been
3 willing to do the supplemental application and be here,
4 that there's a level of commitment to the process.

5 I also hope that everyone is diligent and
6 recognize that it's going to be a lot of time. I really
7 do anticipate this being a significant amount of time for
8 everyone for the next eight and a half, nine, year -- for
9 the next year.

10 So, I think a philosophy of impartiality and
11 commitment to the fairness of the process, and
12 inclusiveness of all the issues, whether it be on the
13 qualitative side, the quantitative side, meeting with
14 communities, balancing the legal requirements, a
15 commitment to all that, I suppose.

16 Does that answer your question?

17 MS. RAMIREZ-RIDGEWAY: I think so.

18 MS. DIGUILIO-MATZ: Okay.

19 MS. RAMIREZ-RIDGEWAY: Panelists, are there
20 additional questions? I don't have any more.

21 CHAIR AHMADI: No.

22 VICE CHAIR CAMACHO: No.

23 MS. RAMIREZ-RIDGEWAY: We have about 13 minutes
24 remaining on the clock.

25 MS. DIGUILIO-MATZ: Okay.

1 MS. RAMIREZ-RIDGEWAY: Ms. Diguilio, if you'd like
2 to make a closing statement?

3 MS. DIGUILIO-MATZ: Sure. I'll try and be brief
4 after my long introduction.

5 I would just like to say thank you, first of all,
6 again for this opportunity, it's been really amazing.

7 I think that as an Applicant I've really enjoyed
8 the educational aspect of it, to be able to do the
9 research, to watch many of the similar trainings that you
10 went through, and to really be excited about this process.

11 I have to admit that when I was first chosen as
12 one of the last 120 I was very humbled, extremely humbled
13 because some of the quality of candidates that you have,
14 the lawyers, and the doctors, and the university
15 instructors, and their community organizers, there's just
16 an amazing group of people, which I think is testament to
17 the work that you've done.

18 At first it was almost intimidating. I'm not
19 typically a person, as you can see with some of my
20 background, who's easily intimidating, but this has been a
21 really exciting process.

22 And while at first I thought, well, how did I get
23 into this group, as I had a chance to reflect on my
24 background and see some of the experience and the
25 diversity I thought, I've really come to the conclusion

1 that if were to be a Commissioner, I would bring an
2 excellent skill set to the Commission and would be excited
3 to do the job, and would be diligent, and would really
4 welcome the chance to provide for a betterment of
5 California.

6 And since I have the mike for a few more minutes,
7 if you would just allow me to say, as a regular citizen of
8 California, a big thank you to everyone who's been a part
9 of this process.

10 I know the State Auditor's Office probably isn't
11 used to undertaking these kind of endeavors and having
12 been on the other side, I recognize the immense amount of
13 work and logistics from all staff.

14 So, I'd like to say thank you to everyone who's
15 been involved, if you could express to your staff and
16 legal counsel's staff, and probably to your families. I
17 would imagine this has been a big impact on you.

18 And ultimately, I think, when you look back at
19 this it will be something you can be very proud of.
20 Probably after a little bit of rest, or maybe a lot of
21 rest, but you'll really be proud of this.

22 And so, as a Californian, I thank you for your
23 diligence, for myself as a lifelong Californian, and for
24 my future generations, I'm very thankful for the hard work
25 that you have all done. Thank you very much.

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CHAIR AHMADI: Thank you.

VICE CHAIR CAMACHO: Thank you.

PANEL MEMBER SPANO: Thank you.

MS. RAMIREZ-RIDGEWAY: Thank you for coming to see
us.

MS. DIGUILIO-MATZ: Thank you.

MS. RAMIREZ-RIDGEWAY: Let's recess until 12:59.

(Off the record at 12:19 p.m.)

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