

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, Suite 300
Sacramento, CA 95814

FRIDAY, August 6, 2010
9:15 A.M.

Reported by:
Kent Odell

APPEARANCES

Members Present

Nasir Ahmadi, Meeting Chair

Mary Camacho, Vice Chair

Kerri Spano

Staff Present

Stephanie Ramirez-Ridgeway, Panel Counsel

Diane Hamel, Executive Secretary

Steven B. Russo, Chief of Investigations

Candidates

Alan "Skip" Jorgenson

Daniel Everett Walker

Petty Huang

John C. Gamboa

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P R O C E E D I N G S

AUGUST 6, 2010 9:05 A.M

CHAIR AHMADI: The first item of business is approval of the Draft Minutes from our last meeting. Copies of those Minutes are available in the back of the room. Do any members of the public have any questions about those Minutes? How about you, Mary? Have you had a chance to look at those Minutes, and do you think that they accurately reflect the action that we took at the last meeting?

VICE CHAIR CAMACHO: Yes, I did have time to take a look at those and I have no comment on them, and they do accurately reflect the prior meeting.

CHAIR AHMADI: Thank you so much. With that, I would like to move that we approve or adopt as final the Draft Minutes of the July 19th, 2010 meeting as prepared by the staff. All in favor?

VICE CHAIR CAMACHO: I second that.

MS. RAMIREZ-RIDGEWAY: We have a second, now all in favor?

(Ayes.)

CHAIR AHMADI: All opposed? Seeing no opposition, the motion is carried.

CHAIR AHMADI: The second item of business on the agenda is some announcements that I would like to make. I

1 would like to provide a guide to the public on how we
2 intend to proceed with our meeting for over the next
3 several weeks, actually. And I will have to refer to some
4 of the notes that I have here, just to make sure that I
5 cover all of the important points.

6 As you know, at our last meeting, we identified
7 the 120 Applicants we wish to interview, 40 Republicans,
8 40 Democrats, and 40 who are not affiliated with either
9 party. And although we have this meeting scheduled each
10 business day over a period of several weeks, we really
11 only have a short period of time to interview these
12 Applicants, many of whom are taking a single day out of
13 their busy lives to be here, and who have planes to catch
14 immediately after they speak with us. It is therefore
15 imperative that we stay on schedule. It is also a
16 courtesy to our Applicants to start on time and end on
17 time because they may be anxious to get through their
18 interviews. So, we all need to be aware, including
19 members of the public, that we must honor our schedule.
20 So what does that mean? It means a few things; first, it
21 means that the public comments will have to be bifurcated.
22 We will take public comments on the first four items of
23 today's agenda, though we may have to limit the public
24 comments, depending on how many members of the public
25 would like to share comments with us. And then, we will

1 not take comments again until we have concluded or
2 completed 120 interviews. This is consistent with the
3 Open Meeting Act because we have a single agenda item that
4 will span about six to seven weeks, and so we reserve
5 public comment on that agenda item for the last day of the
6 meeting before we have that agenda, before we conclude on
7 that agenda item. Of course, you may still submit written
8 comments, or you may wait until September 9th or 10th and
9 come in with your comments at that time. Additionally, as
10 you may have already concluded, we will not address Item 6
11 and 7 on the agenda until September when interviews are
12 over.

13 Our restricted schedule also means that we do not
14 have a lot of time to spend on introductions. Once the
15 interview begins, the 90 minutes starts to run, and we
16 really need to get to the question and answer portion of
17 the interview, so likely we will say good morning and get
18 started right way, and it is not that we are being unkind
19 or unwelcoming, it is that we do not want to lose valuable
20 time getting to know these people who we have been so
21 eager to meet.

22 It is also my understanding that the Applicants
23 have already been told what to expect during these
24 interviews, but I think the public should also understand,
25 during each break, our Executive Secretary will greet the

1 Applicant being interviewed, check his or her photo ID,
2 seat the Applicant, and provide Applicant with a copy of
3 the five standard questions. We told the Applicants that
4 we will provide water for them, and that they could bring
5 in paper, pen, notes, etc. Some Applicants may wish to
6 remove their watch and place it on the table to track
7 time, and that is perfectly okay. However, our Secretary
8 will also keep track of the time and occasionally you will
9 hear from her, saying "five minutes," or "one minute," as
10 a warning to all of us that a particular segment of the
11 interview is almost over. So, our Secretary will get our
12 Applicants ready to begin off the record and during each
13 break. And when we come in from our breaks, we will need
14 to immediately get started with the interview. Counsel
15 will greet the Applicant, ask if the Applicant is ready to
16 begin, and instruct our Secretary to start the timer.
17 Once the interview begins, we have told the Applicants
18 that they will have 20 minutes to respond to five standard
19 questions. Using that time as they wish, Counsel will ask
20 each Applicant those questions one at a time. When the
21 first 20 minutes is over, each panelist will have 20
22 minutes to ask the Applicant the questions that panelist
23 would like to ask, without interruption from the rest of
24 us. We will each take 20 minutes to ask the follow-up
25 questions, questions from Counsel, or, if there are no

1 follow-up questions, the Applicant may have a chance to
2 make a closing statement, but that depends on whether we
3 have additional questions.

4 We really do not know whether every interview will
5 last the full 90 minutes, as some people speak more
6 quickly and precisely than others, but I think we all have
7 a lot of questions, so I expect most interviews will last
8 just about the full interview period, and that three
9 Applicants will have a chance to make closing remarks.

10 At the end of the 90 minutes, the Secretary will
11 call time and the interview must end at that moment, even
12 if we are mid-sentence, because the law is very clear that
13 all Applicants be provided the same maximum amount of time
14 to speak. Therefore, we must strictly adhere to that 90-
15 minute limit. The law also forbids Panelists from
16 speaking to Applicants outside the public meeting, so once
17 we are off record, we cannot continue the conversation.
18 So, again, we are not being rude, but at the end of the
19 90-minute period, we will have to recess and leave the
20 room, and move around a bit, and prepare for the next
21 interview. I want the Applicants and the public to be
22 aware that we are not trying to be discourteous; we are
23 just complying with the law.

24 This also means that the Panelists, we must stick
25 to our schedule and we must be on a schedule when we are

1 coming back from the breaks, at least a minute or two
2 before the next interview begins. And I think it also
3 means that we have to decide how we will function so that
4 we do not waste timing during the Applicant's interview
5 because that is not fair to the Applicants.

6 I have thought about my responsibility as the
7 Chair, and I think, if neither of you mind, I would really
8 like to ask the Counsel to serve as the facilitator for
9 these interviewers. I am the Chair and I am okay with
10 calling the meeting to order and recessing at the end of
11 each day, but I would really want to have my sole
12 attention to the interviews, so that I can focus on that,
13 and not have to worry about what I have to prepare for the
14 next. So, with your permission, I would like to have
15 Counsel run the meetings during all of Item 5. Would that
16 be okay?

17 MS. SPANO: Sounds good.

18 VICE CHAIR CAMACHO: Yeah, I think that would be
19 very beneficial.

20 CHAIR AHMADI: Thank you. Counsel, are you
21 comfortable with that?

22 MS. RAMIREZ-RIDGEWAY: Sure.

23 CHAIR AHMADI: Thank you so much. And the other
24 thing I would like to do is have a sort of order of
25 questioning. I think perhaps we should just ask question

1 in alphabetical order. What that means is that, based on
2 the first letter of the last name of each Panelist, I will
3 take 20 minutes, the first 20 minutes after the five
4 questions are completed, to ask my questions, and then
5 Mary will ask the questions for 20 minutes, or up to 20
6 minutes, and then Kerri will ask up to 20 minutes, and I
7 think so that it is not confusing for the Panelists, or
8 for the Applicants, although we have an option to rotate
9 that alphabetical order, but I think it is easiest for us
10 to keep track of whose turn it is, and also for the
11 Applicants. So, if you guys are okay with that, I would
12 like to go with that.

13 VICE CHAIR CAMACHO: Okay, so I just want to
14 clarify that. For each Interviewee from now until the
15 interviews end, it would go alphabetical, so you would be
16 asking the first set of questions, I would be asking - or
17 you would have the first 20 minutes, I would have the next
18 20 minutes, and then Kerri would have the following.
19 Correct?

20 CHAIR AHMADI: For each interview, correct.

21 VICE CHAIR CAMACHO: You know, I think that would
22 probably be helpful. It would keep us aware of where we
23 are and who needs to be asking questions, and I think it
24 would be helpful for the Applicant because then they would
25 know who is going to be asking the first set of questions,

1 so, yeah, I agree, I think that would be beneficial.

2 CHAIR AHMADI: Thank you. Lastly, I want to say
3 that there may be times that my assistant, Lynn, who is
4 now working at her desk, will be here. It does not mean
5 anything when she is or she is not here, it just means
6 that she could manage to be here or not be here. And I
7 believe that is the same for Mary and for you guys, that
8 your assistants are working at their desks, and they may
9 be here at times.

10 VICE CHAIR CAMACHO: Yes.

11 MS. SPANO: Uh huh.

12 CHAIR AHMADI: So, I want the public and the
13 Applicants to know that sometimes our assistants might be
14 here, but I also want the public to know that we have
15 already reminded the Applicants that members of the public
16 may not ask Applicants questions during the interview.
17 The law provides that only Panelists, their assistants,
18 and Counsel may ask questions. And I think that,
19 generally speaking, questions will likely come from the
20 three of us and the Counsel.

21 So, with those things out of the way, again, I
22 would like to remind you that we have laptops in the back
23 of the room and I do not think we have any other handouts
24 other than the five standard questions, the Minutes from
25 the last meeting, and the Interview Schedule. Members of

1 the Panel, do you guys have any other announcements to
2 make?

3 VICE CHAIR CAMACHO: I do not have any other
4 announcements.

5 MS. SPANO: I do not either.

6 CHAIR AHMADI: Thank you. So, with those
7 announcements taken care of, I would like to move to the
8 next item of business on the agenda.

9 CHAIR AHMADI: The next item of business on the
10 agenda is a report from Steven Russo, the Chief of
11 Investigations for the Bureau of State Audits. Mr. Russo,
12 would you please begin?

13 MR. RUSSO: Thank you, Nasir. I just want to make
14 a very quick report, I know that you need to get on with
15 your interviews, but I wanted to just make it clear to you
16 and to anyone watching over the Internet that, since the
17 Panel has identified the 120 to be interviewed, that we
18 have gone about the process of going through the
19 applications and trying to respond to any questions that
20 the Panel may have about the qualifications of the
21 Applicants, as stated in the applications, as well as
22 doing our own checking, investigating of sorts, of the
23 information in the applications, to try to provide any
24 information that we think would be most helpful to the
25 Panel in evaluating the applications and informing

1 questions to ask of the Applicants. In the course of
2 doing this, we are providing written reports to the Panel.
3 These written reports are posted on the Internet for
4 anyone to see because, again, we are trying to make this
5 as transparent a process as possible. In the course of
6 doing this work, we are, as always, giving the Applicant
7 an opportunity to respond to whatever information we
8 obtain prior to providing it to the Panel. And so, I
9 guess a message to the Applicants is, when you are
10 contacted by Bureau staff, it is not a contact because we
11 distrust you, or we think that there was anything improper
12 in your application, this is just a process that we are
13 going through to try to make sure that we have done our
14 due diligence of being able to answer questions of the
15 panel about the Applicants, as well as just confirming
16 some of the more important pieces of information in the
17 applications. As an additional note, as of just
18 yesterday, we went an e-mail out to all of the 120
19 Applicants, asking them to go through their applications
20 one more time, to double-check the information that is
21 there to make sure that it is complete, and that it is
22 accurate, and to submit an amendment to that application
23 if they see that anything is maybe outdated information as
24 far as an address or a telephone number of somebody we may
25 want to contact, or that perhaps they left off a family

1 member inadvertently, something like that. So, we are
2 asking folks to please look over your materials as soon as
3 possible, confirm that everything is okay, but if any
4 amendments need to be made, make those amendments as
5 quickly as possible so that we can provide that
6 information to the Panel because they are going through
7 and trying to reevaluate these applications, just as we
8 are, as we go through this process of the interviews of
9 the 120. And I think that is my report, unless you have
10 questions.

11 CHAIR AHMADI: Thank you, Steven. Do any members
12 of the public have any comments about Steven's report?
13 No? Thank you, Steven, appreciate it. We can move on to
14 the next item on the agenda.

15 CHAIR AHMADI: The fourth item is a report by the
16 Panel's Counsel. Please begin.

17 MS. RAMIREZ-RIDGEWAY: Thank you, I will be very
18 brief. You actually covered most of what I had intended
19 to cover today, and I wanted to reassure you and the
20 public that we have reached out to every Applicant who is
21 going to be interviewed and informed them of the schedule
22 that we had hoped to keep and will resume, so they have a
23 clear expectation, I think, at this point that we have
24 certain segments to the interviews and how the interviews
25 will progress. And I think we have also tried to make

1 clear for them that we will not have a lot of time to
2 exchange pleasantries and normal informal conversation
3 that might accompany an interview, so I think that,
4 generally, it should be clear that we will get right to
5 business once they are seated.

6 The other thing that I wanted to let you know is
7 that we are receiving public comments, written public
8 comments, from various individuals and I am distributing
9 those to you, as you know, as they come in. We are also
10 making them available at the back of the room.

11 CHAIR AHMADI: Thank you.

12 MS. RAMIREZ-RIDGEWAY: I do not have anything
13 further.

14 CHAIR AHMADI: Thank you very much. So, with
15 that, we arrive at Item 5, which is the one that is going
16 to last for several weeks now. So, I would like to ask
17 the Counsel to assume the role of the facilitator from
18 this point on. Thank you so much.

19 MS. RAMIREZ-RIDGEWAY: Why don't we stand at ease
20 while we get our Applicant comfortable?

21 CHAIR AHMADI: Sure.

22 MS. RAMIREZ-RIDGEWAY: Good morning. I am sorry
23 we were a little tardy. Are you ready to being?
24 Secretary? Okay, please start the clock. Question 1:
25 What specific skills do you believe a good Commissioner

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

6 MR. JORGENSON: First of all, I do want to ensure
7 the Panel that I have no physical impairment that would
8 prevent me from performing as a Commissioner. And getting
9 right to the skills that I believe are necessary for a
10 Commissioner, first of all, organization. There will be
11 much information, both verbal and non-verbal that maybe
12 Commissioners, they need to be able to manage that well,
13 they need to be able to retrieve them and they need to be
14 able to apply it to the decisions that they will be
15 making. Second, I think it is, as a Manager, and it is
16 clear in the Proposition that there are skills of
17 Management necessary to the work of the Commission. The
18 Commission must put together a budget and must be able to
19 monitor that budget. The Commission is responsible for
20 the employment of people who will act as counsel, and
21 staff, and people who will be consultants. And I think
22 that that skill will be important as a Commissioner. And
23 then, I think that logistics are a part of Management -
24 planning, planning with foresight and anticipation down
25 the road as to what the duties of the Commission will be,

1 and to see that those are accomplished in a timely manner.
2 Beyond that, and I feel confident in both of those areas.
3 The third area, I think, has to do with data, data
4 processing, giving to the database, understanding the
5 database, being able to apply that data to technology, to
6 maps, being able to use that technology, and feel
7 competent with technology. I do not feel as competent
8 with the database or with moving the maps, and there will
9 be jig and jag to those maps, just because I have not used
10 it that much, that I feel confident. But I could apply
11 it, that would be an area that would be weaker, it could
12 be compensated because I am under the assumption there
13 will be someone who will be working with the
14 Commissioners.

15 And then, a fourth is collaboration. This is an
16 area of strength, I believe, and by "collaboration," I
17 mean that Commissioners must work to build trust and
18 respect for one another. They will be together for a
19 period of time, and to be able to work with one another,
20 and from the very first, establish that relationship will
21 be significant. Trust, and then a protocol, to establish
22 the rules that will govern the work of the Commission,
23 what norms we will work under, what the parameters are
24 that we will work under, and [inaudible]. Again, that
25 would be a very, I feel very competent in that. And then,

1 finally, believe in this process. And, belief? That is
2 not so much a skill as it is transferring to a commitment
3 to see that this work is accomplished and accomplished
4 well.

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

14 MR. JORGENSEN: The conflict that I am going to
15 describe for you is a conflict over an environmental
16 issue. It is a team of groundskeepers, you can imagine
17 yourself as a groundskeeper or maintenance person, who has
18 - who take a lot of pride in the appearance of a School
19 District, and the fields of the School District. And
20 then, there are parents who, of course, want to keep their
21 children safe and protected. At issue was the infestation
22 of a European Crane Fly. The European Crane Fly can lay
23 larvae in the field and within a very brief period of
24 time, the worms hatch from the larvae and you could have a
25 completely devastated field, so that there is no

1 opportunity for baseball, or football, or soccer, or
2 whatever may be going on, and in this community, those
3 fields were important to the full community and, of
4 course, to the hundreds of students who use those. The
5 maintenance crew was very protective of those fields.
6 Parents were very protective of their children, rightfully
7 so. It just so happened that treatment was going to begin
8 and word got out, the parents heard that this was going to
9 happen and it also just so happened that there was a Board
10 meeting coming up that same week. At the Board meeting, a
11 number of parents showed up. They were adamant that this
12 would not occur, that regardless of what went on with the
13 fields, because of their belief and their concern for
14 toxics, the application of any material, that there would
15 be no spraying in caring for those fields. There was
16 conflict to the point where parents threatened to take
17 their children from the school, that was a serious matter,
18 the whole thing was a serious matter. I was the
19 Superintendent and the message came to me, "Mr. Jorgenson,
20 resolve this." It was not on the agenda. We could do
21 nothing at that point. That gave me the time to go about
22 what I thought would be appropriate in dealing with the
23 matter.

24 First, I called in our grounds people and the head
25 of Maintenance and found out what was going on. I then

1 called in parents, and parents who were most vociferous in
2 their objection of what was going on, and spoke with them,
3 so that there was identification as to what was going on
4 in this conflict. I then had an Assistant Superintendent,
5 very capable, do some research and find out what we can do
6 about this European Crane Fly and the larvae in the mean
7 time. And then, I put together a team, and this is where
8 I think the solid team, the team is so important, a team
9 that included upset parents, maintenance crew, teachers,
10 other parents, head of maintenance from a local
11 university, and an individual from an environmental
12 protection center. And putting a group like that
13 together, we identified what we needed to do to resolve
14 not just the larvae that were there now, not just that
15 issue, but for the District beyond. And what we came up
16 with was we built trust in one another, we did put
17 together - ended up putting together a policy, integrated
18 task management policy, that defined what can be used,
19 what can't be used, in what circumstances it can be used,
20 and how parents would be notified, and when there would be
21 an application -- of any approval of a substance. That
22 was a success, I think, and was an example of getting
23 groups together to resolve what was a very difficult
24 matter.

25 MS. RAMIREZ-RIDGEWAY: Very good. Does that

1 conclude your response? Go ahead, I am sorry.

2 MR. JORGENSEN: I need to just very quickly -- I
3 will go over "how did you resolve conflict?" I will say
4 that, in resolving conflict, don't let it fester; get to
5 it, there will be verbal and non-verbal clues that the
6 person is concerned with another individual, or with the
7 process. Identify the concern, find someone to mediate
8 the issue, if necessary, and come up with alternatives and
9 a resolution, follow-up a week or so later to see how
10 things are going. Thank you.

11 MS. RAMIREZ-RIDGEWAY: Very good. You are about
12 half way through your 20-minute time; I just want to give
13 you that as a marker. So, we will move to Question 3: How
14 will the Commission's work impact the State? Which of
15 these impacts will improve the State the most? Is there
16 any potential for the Commission's work to harm the State?
17 And, if so, in what ways?

18 MR. JORGENSEN: I would say this is an opportunity
19 to return confidence in representational government to the
20 people of California. There is much concern for the
21 gridlock that is going on in government. And much
22 dissatisfaction with that. This is a first step and first
23 opportunity, I think, one of the opportunities to do
24 something about that. The example, I think, of this
25 process, is, could we turn California into a position of

1 leadership, actually, one is in the proposition
2 establishing a diversity within the Panel - within the
3 Commission, that it must reflect the make-up, the
4 demographic make-up of California. That is a strength.
5 Then, another is that this is such an open process. This
6 is for the world to see; that creates some apprehension
7 and some other factors, too. But that is a strength of
8 what is going on here, and can be an example not only in
9 California, but for other states who will be dealing with
10 diversity. Could there be harm? Yes, I think there could
11 be harm. One is, if the Panel is not observed as being
12 representative of the diversity of California, another is
13 that, if the Panel does not get out and meet the public,
14 and work with the public, and that is an extensive bit of
15 work to do, and the third, and I do not think this will
16 happen because of the process we go through, and the third
17 would be, if the Commissioners are not able to work with
18 one another and establish a strong working relationship.

19 MS. RAMIREZ-RIDGEWAY: Question 4: Describe a
20 situation where you have had to work as part of a group to
21 achieve a common goal. Tell us about the goal, describe
22 your role within the group, and tell us how the group
23 worked or did not work collaboratively to achieve this
24 goal. If you are selected to serve on the Citizens
25 Redistricting Commission, tell us what you would do to

1 foster collaboration among the Commissioners, and ensure
2 the Commission meets its legal deadlines.

3 MR. JORGENSEN: I am going to work a bit backwards
4 on this one. First of all, I will say that the September
5 15, 2011 deadline for producing three maps is just a tight
6 deadline. And I think that you must go from September 15th
7 of 2011, define your objectives, and work backwards with a
8 cushion to see that the Commission will meet the
9 responsibilities that is required of it. And working to
10 foster collaboration among members of - of the Commission
11 - put the goal out there; make sure that Commissioners are
12 reminded of the goal, and the importance of that goal.
13 And whatever else may be going on, nothing is going to be
14 more important than reaching that goal that is on the wall
15 for them to see each time. And then, beyond the goal, to
16 establish a protocol so that we do develop a good working
17 relationship, that is - I will always meet the Commission,
18 I am not part of a Commission - that the Commission will
19 establish a good working relationship, that if we agree
20 that the meeting is going to begin at 9:00, the meeting
21 will begin at 9:00, and we will not mock totally strangers
22 who come in, and a number of probably more difficult norms
23 and protocols that would come in. I would be encouraging,
24 I would be flexible when need be, but also have the
25 experience of being decisive. And then, the example that

1 I would use is, uh, is - strategic planning in our
2 district, and this happened maybe 10 years ago, long term
3 planning is very important. And in this case, the goal
4 was to maximize the resources, both financial and human
5 resources, available to the school district so that our
6 students could maximize their potential and be successful
7 in a global society. My role, I had a dual role, one was
8 as a facilitator, and I thought it was very important that
9 I had the opportunity to put together a diverse group of
10 28 individuals, that I did the planning; I was involved in
11 the planning. I should use more of a "we" because we
12 certainly had people who supported that effort, but being
13 responsible for the planning. I was involved in
14 encouragement and working with a consultant, who provided
15 some leadership to the group as a whole in working toward
16 that goal. One of the key things in this is that, when
17 the 28 individuals got together in a large room, similar
18 to this one, and we faced one another, and there were
19 students, and there were professors from the University,
20 and there were housewives, and there were teachers, and
21 there were Pastors, and people of different racial
22 backgrounds, that our labels were dropped, that we agreed
23 that when we walked through the door, that a student would
24 have the same plane of importance as the teacher that may
25 have been their own teacher in their own classroom. As a

1 result of that, we, our group was successful, the schools
2 continued to do well, came up with seven powerful
3 strategies, as powerful as one of them, the first one
4 being that we will realign our schools, and there is much
5 issue to that, the people in the end, although there was
6 very much disagreement at times in advocating, came up
7 with a powerful agreement.

8 MS. RAMIREZ-RIDGEWAY: The last standard question:
9 A considerable amount of the Commission's work will
10 involve meeting with people from all over California who
11 come from very different backgrounds and very different
12 perspectives. If you are selected to serve on the
13 Commission, tell us about the specific skills you possess
14 that will make you effective at interacting with the
15 public?

16 MR. JORGENSON: It is true, I do not have much
17 time, so I will say, first of all, appreciate. Appreciate
18 where I am, if I am going out into the State, this seems
19 simple, but what are the demographics of that area, and
20 put myself in the shoes of those individuals, whether it
21 is staff of an Assembly person, or a person who has a
22 special interest, that is maybe very apprehensive and is
23 coming toward - in front of the Commission to provide
24 testimony. So, appreciate where you are. Second, to be
25 approachable. I would not necessarily wear a suit and tie

1 to every public meeting that is out there, and I do not
2 believe I have a personality that will run over people. I
3 believe I am inviting, and that is for others to judge,
4 but that is what I believe. Uh, the importance of this,
5 too, is that not so much approachable as an individual,
6 but approachable because there will be restrictions on
7 that, but approachable as a Commission, that people know
8 what to expect when they come before you, and that people
9 will be treated equally. And then, the last I would say
10 is to be attentive. And by being attentive, I mean that
11 you listen, that you ask questions, that you clarify
12 input, that you are patient, flexible when you need to be
13 flexible, so that when it comes time to make a decision,
14 you are prepared to do that.

15 MS. RAMIREZ-RIDGEWAY: Very good. Mr. Ahmadi,
16 this begins your 20-minute portion of questioning for Mr.
17 Jorgenson.

18 CHAIR AHMADI: Yes, thank you very much. The
19 first question I would like to ask is, in response to your
20 first question, you stated something about one of the
21 major steps in the process being data collection. Can you
22 tell me in more detail what type of data the Commission
23 will need, and also if you can give me some perspective in
24 terms of the timing of the data, that would be great.

25 MR. JORGENSON: The type of data would be, as one

1 example, the California database that is found on
2 Telegraph Avenue in Berkeley, that type of data,
3 demographic data, is going to be absolutely essential, and
4 of course, the Census data. April 1st, I know, is the
5 deadline; it would be nice if it were to come early before
6 the Commission, but that type of data. I have had
7 opportunity to analyze different types of data,
8 disaggregating test results, primarily, both
9 demographically and my performance in different curriculum
10 areas. That is the type of data that I think would be
11 important. And, of course, there are all the maps. I
12 feel very confident working with maps.

13 CHAIR AHMADI: Okay, thank you. You also
14 mentioned in response to that question that one of the
15 items that you would be doing is to come up with a
16 protocol. You did mention some specifics about the
17 protocol in terms of your schedule and all that. Can you
18 be a little more specific on that and tell me a little
19 more in detail?

20 MR. JORGENSEN: Yes. I will attempt to do that.
21 Actually, it is an element of strategic planning and
22 something that I used in many meetings when people come
23 together, I must agree, come to a consensus on something,
24 and as the example, I think I touched on it for a minute,
25 establishing norms, how well Commissioners work with one

1 another, that simple one is that we will begin on time,
2 but that when the individual is speaking, others will give
3 attention to that Commissioner. Protocols about the use
4 of information that will come to the Commission.
5 Protocols about what we believe in, what are the - to
6 consider. And these, I think, can be established within
7 -- the best thing that I can come up with, a redistricting
8 boot camp that, in January, you know, people need to hit
9 the road running, and that there will be 14 chosen
10 Commissioners, chosen, drawn Commissioners, that will go
11 to work to establish that. I think people need to be
12 prepared for that and go to work and learn the ins and
13 outs of data, for me, particularly data, and manipulating
14 maps.

15 CHAIR AHMADI: Thank you. So, what do you think
16 the first few days, or the first few weeks on the
17 Commission would be like?

18 MR. JORGENSEN: Well, I see two parts to that.
19 One is the eight drawn, and then, I think a very crucial -
20 just my belief - a very crucial point is the next six, and
21 that the eight will have been established according to the
22 law, and then the opportunity to see that what is required
23 of the Commission is strengthened in the selection of the
24 remaining six. And particularly, that has to do,
25 naturally, with diversity. The first two, few days, I

1 think, then would be the opportunity for team building,
2 for the more you appreciate one another, the more
3 confidence you have in one another, I know there will be
4 restrictions to that. When you are governed by Bagley-
5 Keene Act and, as you well know, you are in front of the
6 cameras; there can be some reluctance to communicate in an
7 efficient manner, in a comfortable manner, and I think
8 people need to work to get over that, and it is difficult,
9 I am sure it is difficult. There will be some who have
10 more experience in that than others, but the benefits are
11 still more powerful than being uncomfortable. That,
12 Bagley-Keene, becoming familiar with the requirements of
13 Bagley-Keene, I think, would be part of the first few
14 days, and then getting right into presentation. There
15 have been some - I have not observed all, but some of the
16 individuals who have come before you and the information
17 out there is very valuable, and I can certainly see
18 rescheduling some of those individuals for the 14
19 Commissioners. Did I answer that adequately?

20 CHAIR AHMADI: Thank you.

21 MR. JORGENSEN: Would you like me to go more?

22 CHAIR AHMADI: I am just interested in getting a
23 little more in terms of details for - you mentioned a good
24 concept of team building and, of course, as you mentioned,
25 it is somewhat limited by how that will be practiced. How

1 would you go about team building? Is that going to be in
2 a public setting? Or can you tell me a little more about
3 that?

4 MR. JORGENSON: Well, I think it is important. I
5 do not know how it could occur under the law without it
6 being in public. And there again is the risk. But - and
7 it's new and, again, it's one of the powerful parts of
8 this proposition, to put yourself out there in front of 14
9 people, we, the 120 people, have done that to a great
10 extent already. What is your background? Where did you
11 grow up? Where did you go to school? Tell us about your
12 family? I think that begins to build - what are your
13 interests? That begins to build some trust. That may be
14 uncomfortable in front of the camera in a public meeting,
15 but if it begins to build working relationships, I think
16 it is necessary.

17 CHAIR AHMADI: Thank you so much. I have a few
18 other questions that I would like to, as long as I have
19 time, to take advantage of that. Let me organize my notes
20 here. In response to a question on the application
21 material, you provided some details on your ability or
22 skills for conflict resolution. And you specifically gave
23 an example in response to Question 2. Assuming that you
24 are selected to be a Commissioner, and if there is a
25 conflict about a contractor not fulfilling one of the

1 deadlines or providing one of the services the Commission
2 wants to receive in accordance with the contract, how
3 would you approach to resolve that?

4 MR. JORGENSON: If I were responsible for
5 resolving that, addressing the issue, the first thing you
6 have got to do is bring that contractor in and discuss
7 with him what the requirements for the position were, and
8 for fulfilling their duties as a contractor. And receive
9 from them what any concerns that they might have for
10 providing that responsibility, that duty. I - I don't
11 know if I would see that so much as a - as a conflict, but
12 as working to resolve an issue, and seeing that the
13 Commission is able to do its work. If that person has a
14 contract, they are working for the Commission. The
15 Commission needs to come to a consensus on what they
16 expect of that individual, and if that individual is not
17 performing, they need to know why they are not performing,
18 possibly be given the opportunity to see that they can
19 remedy that, and if they don't remedy it, potentially
20 there's a second meeting, and there's much more to this,
21 you know, "where are you in the timeline?" And so forth.
22 There is a second meeting and, you know, I wouldn't want
23 to see - well, I guess in the end you could make a change.

24 CHAIR AHMADI: Okay, thank you. Thank you so
25 much. I don't have other questions.

1 MS. RAMIREZ-RIDGEWAY: Ms. Camacho, are you ready
2 to begin your 20 minutes?

3 VICE CHAIR CAMACHO: Yes, I am. I put it away
4 because I did not want to hear a bunch of knocking. Skip,
5 could you - can I call you Skip?

6 MR. JORGENSON: Yes, you can. That is what my
7 mother calls me.

8 VICE CHAIR CAMACHO: Okay -

9 MR. JORGENSON: Not that you are my mother, don't
10 go to that, no. I am known as Skip, I am formally written
11 as Alan when I write and everyone knows me as Skip.

12 VICE CHAIR CAMACHO: Okay. Skip, could you
13 compare and contrast the differences and similarities of
14 being a Superintendent in a rural area to being a
15 Commissioner representing California? Because, in your
16 application, what I saw was you went to school in a lot of
17 rural areas, you were Superintendent in rural areas, and
18 so what I'm trying to see is, with that experience, what
19 are the similarities and differences that you would see
20 throughout California.

21 MR. JORGENSON: Okay. First of all, just within
22 the position, I believe there are - there are many
23 similarities. It is interesting that, regardless of where
24 you may be, and if I travel to San Francisco and I go to a
25 neighborhood in San Francisco, it seems so similar to me

1 in how people interact with one another, to me walking
2 down Main Street in Ferndale, where I grew up. And the
3 interactions that people have, they just narrow down and
4 really a city as large as San Francisco has its
5 neighborhoods, and its unique things that are very similar
6 to Ferndale, and there are just not as many. The work
7 required was very similar in that I was directing
8 personnel, I was working with staff, working with parents,
9 to see that we all could accomplish - when we are all
10 working towards the same goal - a strength of being in a
11 small community for me, of course, then turns out that I
12 feel connected to the fringe areas. That is just how I
13 grew up and what I was familiar with, and being connected
14 to the fringe areas, I think, is a diversity that is very
15 important within this Commission. There are, you know,
16 there is Inyo, and Kerns, and King, and Imperial, and
17 Amador, and Stanislaus, and Alpine, and Sierra, and Del
18 Norte, and Siskiyou, that for whatever reason have no
19 individual who is an Applicant at this point for the
20 Panel, and I feel I can connect with that, no matter where
21 it is up and down California. Not being in an urban area,
22 or in a larger district, some of that - some of the
23 difference would be that there are probably many more
24 people around you to help you accomplish what's going on.
25 I feel competent in directing people, I have directed

1 people, but not to the extent if I were in - I have a
2 brother who is an Assistant Superintendent in Roseville,
3 and that is a much larger district, so not to the extent
4 that he may have a staff to work with, that could be a
5 deficit. Compare and contrast, otherwise? I hope I have
6 reached an answer that adequately...

7 VICE CHAIR CAMACHO: When you were talking about
8 working with the individuals, do you see that there is
9 maybe any differences that maybe urban areas or suburban
10 areas may have, like issues that they may encounter that
11 may not be seen, or having to be dealt with in a rural
12 or...?

13 MR. JORGENSEN: Certainly. And I think one of
14 those is, you know, the interest that individuals have,
15 regardless of their background, and there are more pockets
16 of backgrounds in different areas of California in the
17 urban areas, and it would be a more heterogeneous mix of
18 ideas than what would be in the rural areas. The interest
19 would maybe be more around adequate housing, or streets,
20 or how people are interacting with one another because
21 there may be such a cultural mix in downtown Berkeley, and
22 that certainly would not be to the same extent in a lot of
23 the rural areas of California.

24 VICE CHAIR CAMACHO: Okay, thank you.

25 MR. JORGENSEN: I am still trying to work to get

1 there, I am not sure I did.

2 VICE CHAIR CAMACHO: One of the - when you were
3 answering one of the questions, I wanted you to expand on
4 a little bit of meeting the deadline goals. You were
5 saying that you would start from the end, the September
6 15th deadline, and you would set up some goals to meet or
7 dates so you could meet the deadline. Do you know some of
8 the major accomplishments that you would have to do to
9 meet your September 15th deadline?

10 MR. JORGENSON: Well, the September 15th, 2011
11 deadline is that the Commission will agree upon three maps
12 to present, and they will have a justification for that,
13 so working backwards, I think that writing the
14 justifications, and if you are September 15th, maybe you
15 need to finish that by August 15th, the maps need to be
16 well drawn by August 1st, input needs to be taken from
17 particular areas by, gee, when you think about this by
18 line, July 15th, I am just putting this out, but that is
19 what I mean, so that the Commission as a whole, and all of
20 those working with the Commission, understand what needs
21 to be accomplished at what time, and that there is an end
22 product - on time.

23 VICE CHAIR CAMACHO: Okay, thank you. When I was
24 going through your application, I noticed that you have a
25 son that works for a prior Senator?

1 MR. JORGENSEN: Yes.

2 VICE CHAIR CAMACHO: Did you ever meet the Senator
3 who your son worked for?

4 MR. JORGENSEN: I met the Senator on one occasion,
5 and it was, I will venture, a year and a half ago. My son
6 was receiving an award from the Chamber in Amador County,
7 and we were invited to that ceremony, and the Senator was
8 there, and I did meet him. That was the only occasion, I
9 believe.

10 VICE CHAIR CAMACHO: Okay. When you get together
11 with your son, is there discussions about what's going on
12 with the Legislature, what's going on within any
13 Propositions, or Bills? Do those discussions come up when
14 you spend time with him?

15 MR. JORGENSEN: I would say, you know, we talk
16 politics as anyone else would go, primarily it is, "How
17 are things going, Dana?" Uh, when I was a Superintendent,
18 and we were in a position as we are right now when the
19 budgets aren't there, but you're having to plan for the
20 school program, you know, we may have had a conversation
21 about, "Gee, Dana, when is that budget going to be coming
22 out?" You know? And he doesn't know, he is out in the
23 field working, but we would have conversations of that
24 type, I think, as anyone else would, it doesn't happen
25 near as much now just because of the change in my

1 position.

2 VICE CHAIR CAMACHO: Okay. That is all the
3 questions I have.

4 MR. JORGENSEN: Yeah, I might say, too, that my
5 son, he's his own guy, but he is a very special work to
6 me, but he has his own opinions and they are political and
7 otherwise.

8 MS. RAMIREZ-RIDGEWAY: Ms. Spano, would you like
9 to being your 20 minutes?

10 MS. SPANO: Yes, thank you. Can you hear me?
11 Okay, great. Good morning, Mr. Jorgenson.

12 MR. JORGENSEN: Good morning.

13 MS. SPANO: I have about five or six questions and
14 I can breeze through these pretty quickly. I noticed in
15 your application, you mentioned that you were a foreman of
16 the County's Civil Grand Jury in 2008, and you worked with
17 18 other Jurors. Please tell me about your experience in
18 handling contentious discussions, as you mentioned, I
19 believe in one of your letters of recommendation mentioned
20 that there were, and tell me about any of the
21 disagreements and, at the same time, tell me how you
22 achieved consensus.

23 MR. JORGENSEN: Okay. My second year as the
24 Foreperson of the Grand Jury is what I will target, and in
25 working - I don't know if you can imagine, but Grand

1 Juries are their own beings. What we did, one of the
2 things we did is something that I've already described,
3 and that is that this Grand Jury in August of 2008 took
4 two weeks to build relationships, positive relationships
5 with one another, so that we had a background and respect
6 for one another, and through that, that we would have a
7 confidence in communication with one another. Now, Grand
8 Jury meetings are closed meetings. So, that was - that
9 was more comfortable in doing that, although there were
10 certainly individuals who were reluctant to do that, and
11 so you followed the tenets that says, if a person doesn't
12 want to share, a person doesn't share, and that's fine,
13 that's where they are, but there is the opportunity to
14 learn more from those individuals and learn more about
15 them. So, that's one thing. Showing respect for my
16 position as the Foreperson of that Grand Jury for every
17 single individual who was a part of that Grand Jury.
18 There were conflicts with individuals that came up, and I
19 was responsible for mediating those conflicts. Most
20 often, they were taken care of in the side office; they
21 weren't taken care of out in the open, again, showing
22 respect for the individuals. Acknowledging differences,
23 you get into the subtleties of working with 19 different
24 people and, you know, to acknowledge that, "Harry, or Jim,
25 or whoever, I know how you feel about this gun issue, we

1 all need to work from a position where we are impartial in
2 rendering a judgment, let's work to do that." So, just to
3 acknowledge it. Another is there are individuals who are
4 more verbal than others. There were times when I felt it
5 important to take aside a person and just remind them that
6 there are 19 of us here, and we need to share. Part of
7 that was to do with sharing information and encouraging
8 information to be shared, was to do a whip, and, again,
9 we're in an area like this where 19 people are sitting
10 around and we had maybe just taken some testimony, or were
11 in the middle of an investigation, and we would just
12 acknowledge, "Mrs. Hamill, do you have anything that you
13 would like to contribute to this?" And she may pass, and
14 it is a quick whip so that everyone - no one can hide, no
15 one is put in a position of being embarrassed either,
16 everyone has the opportunity to contribute to the
17 discussion. Is there any other part of that, that you
18 would like me -?

19 MS. SPANO: Yeah, I just wanted to maybe ask you,
20 when there were differences of opinions among the Grand
21 Jurors that you dealt with, how did you arrive at
22 consensus, knowing that these people may have strong views
23 on one issue, or an interpretation of another, it sounds
24 like you are a strong facilitator, as you had mentioned.

25 MR. JORGENSEN: Yeah. I would facilitate a

1 discussion to try to come to a consensus. There were
2 often individuals who said, you know, "Let's bring this to
3 a vote." And that is how you come to conclusion in the
4 end, you must do that, and we must have had in this case
5 12 Jurors approve of whatever the finding was, and then
6 that was it. I always wanted to work for 19. So, to
7 encourage the discussion, if someone was not agreeing with
8 the finding that was coming out of the investigation, to
9 allow them the opportunity to debate that issue in front
10 of the ground as a whole, and to try to convince us, the
11 remaining individuals, one way or the other, of their
12 position. And, so often, we all know that people have
13 thought these out and have sound reasoning skills, and so
14 often you can say, "Oh, gee, I didn't think about that."
15 So, I don't know, I felt comfortable doing that because I
16 felt open enough to those individuals, that was one way of
17 encouraging and having us come to a consensus. And in the
18 end, often we didn't vote until we had an idea as to what
19 was going on, it was a formality by that time.

20 MS. SPANO: You had a short timeframe, two weeks,
21 and so I imagine it was very difficult for you to ride out
22 consensus and get the findings out and agree on them.

23 MR. JORGENSEN: Yeah, I'm sorry; I didn't hear the
24 very first part.

25 MS. SPANO: I imagine that, well, it was a short

1 timeframe that you were working in, two weeks, and I
2 imagine it was difficult for you to achieve consensus by
3 that -

4 MR. JORGENSEN: With the Grand Jury?

5 MS. SPANO: Yeah.

6 MR. JORGENSEN: Well, with the Grand Jury, we sat
7 for a year.

8 MS. SPANO: Okay, okay. I know that you mentioned
9 that you were comfortable doing this, it was behind closed
10 doors. As you know, the Commission is going to be working
11 in the public and making their decisions in the public
12 when they are discussing their issues. How comfortable
13 are you about doing that? Is that something that would -?

14 MR. JORGENSEN: Sure. An individual can always be
15 more polished in that, but as a School District
16 Superintendent, I have had frequent opportunities to work
17 with the local press, television, newspaper, and
18 otherwise. As the Foreperson of a Grand Jury, one of my
19 responsibilities was to - it is required and I think it is
20 required, period, but in our situation, that there is one
21 voice with the Grand Jury and that voice is given to the
22 Foreperson, and they are the only person who speaks. In
23 our case, we spoke with Counsel, spoke with the Judge, and
24 who spoke with newspapers and television, and I had that
25 responsibility. So, I do feel comfortable with that. I

1 mean, you're always a bit apprehensive going in front of
2 the cameras, I guess, but you become more and more
3 comfortable.

4 MS. SPANO: Okay, thank you. So, obviously as a
5 Foreman, you exhibited great leadership and direction for
6 the Jury, so in this question, I am going to ask you, in
7 your experience, what roles are typically required of an
8 individual in performing work in a group? And what roles
9 are you comfortable assuming in a group? And if you could
10 give me examples, just showing or demonstrating your
11 ability to take different roles in a group.

12 MR. JORGENSON: Okay. When I was first appointed
13 to the Grand Jury, it was as a member of the Grand Jury.
14 I was one of the 19 and I did not have a leadership role
15 or position. Having been in leadership roles and
16 positions, I recognized the importance of individuals who
17 are not in the leadership position, but have great respect
18 for those who are. So, I know my place, I guess, in that
19 regard. If I am a member of a team, I will work as a
20 member of a team. The example for that is, although I'm
21 comfortable with the leadership position, I understand my
22 role as a member of the team. I have in many cases as a
23 school district superintendent, when there was a budget
24 review team, or sitting as a member of a school site
25 council, or within our strategic planning exercises, I,

1 too, had to drop my label and be on an equal plane with
2 everyone else. And I felt that I could do that, and felt
3 comfortable doing that, and I believe other individuals
4 felt that way. It is much more powerful to make an
5 objective - a team objective - that we will accomplish
6 this objective, rather than to say, "The Board wants us to
7 do this," or, "The Superintendent wants us to do this."

8 MS. SPANO: Okay, thank you. I was curious,
9 during your tenure as Superintendent with the Curtis Creek
10 School District and the McKinleyville Union School
11 District, did you participate in any redrawing of the
12 school district boundaries at all?

13 MR. JORGENSEN: The closest we got to redrawing
14 boundaries was a realignment of our school district in
15 McKinleyville, it was not a dramatic change, we did create
16 some - a new middle school concept, and the new middle
17 school concept meant that we did need to draw some of the
18 lines for some of the other schools. Of course, when a
19 parent sees that a line is not going in their direction,
20 and they wanted to attend that school, and now they're
21 going to attend this one, that can be a difficult issue,
22 so - but it was never a major redrawing of our lines, it
23 was realignment and some modification to the lines of
24 attendance.

25 MS. SPANO: Okay, that was depending on who was

1 available to attend one school, a student at this school
2 vs. a student in another school - you were relying -

3 MR. JORGENSEN: Well, at issue, what comes out of
4 that issue, particularly in cases like this, is there are
5 families, families in any location, that are familiar with
6 a particular school, and if a line is drawn to balance
7 enrollment, or whatever the reason may be, and they're not
8 going to be attending that school, they can be upset about
9 it.

10 MS. SPANO: Okay, and what was your role in that,
11 in determining the realignment of school boundaries?

12 MR. JORGENSEN: I was responsible in the end for
13 getting our teams together, and this was primarily the
14 administrative team, and coming up with what we thought
15 was going to be the best plan, presenting those
16 alternatives in public meetings, and then in the end, if
17 people were upset, they came to me first.

18 MS. SPANO: Okay, lucky you. Thank you. Let's
19 see, as I was reading your application for an area you
20 mentioned that you proposed the foreign language emerging
21 program in your county, and your letters also mention
22 that, and North Coast has a comparatively small Spanish
23 speaking population, and I was curious, what prompted you
24 to start this program, and why it was important to you,
25 and I was interested in your role and if any conflicts

1 arose.

2 MR. JORGENSEN: Okay, first of all, it wasn't so
3 much as I proposed as, in our work in strategic planning,
4 the one that I referred to earlier, one of our interests
5 in the District, one of the interests that came out of the
6 28, was that there would be a diversity strand, and in
7 that diversity strand, it was recognized that our
8 students, and we were 75-80 percent White, oh, not quite
9 that much, we were about, in different areas, 10-15
10 percent Hispanic, and about 10-15 percent American Indian,
11 and then Asian and Black were less than 5, and the
12 remainder were White, so we were not reflective of
13 California; more important, we weren't reflective of
14 providing an opportunity for our students to know the
15 diversity of California, so that when they left our
16 schools, that they did have that experience, an export in
17 a lot of our fringe areas are our students, I can name
18 countless individuals whose sons and daughters have come
19 to Sacramento and work there, and the environment there is
20 different than where we were. So, the purpose, and one of
21 the plans that we came up with, was what can we do to
22 provide an experience, to provide that diversity? And
23 what came from that was the idea for an emerging school, a
24 foreign language emersion school. And it happened to
25 evolve into a Spanish language speaking school. There was

1 much controversy about that. There were people that said,
2 "Absolutely, you will not have a school like that in this
3 area." And there were others who really put their arms
4 around it. In the end, it was a decision that the
5 community made --

6 MS. RAMIREZ-RIDGEWAY: Five minutes.

7 MR. JORGENSON: -- the 28 made, it went out to the
8 community, the school community as a whole, and then there
9 were public hearings about that, so there was support for
10 it, and the district went ahead and put together - I had a
11 major role in that, but in the end, the community put
12 together the idea of a Spanish Emergent School, it started
13 with, I believe, first 60 Kindergartners and it was an
14 Elementary program at that time, and it is now - the first
15 graduates have gone through and there are over 300
16 students who are in a 50-50 Spanish language emergent
17 program.

18 MS. SPANO: A very successful program.

19 MR. JORGENSON: A very successful program,
20 something that - success not only in how parents observe
21 it, but successful in providing that first goal to our
22 students.

23 MS. SPANO: Just quickly, why was there strong
24 opposition with this program? It was tough to convince
25 the public.

1 MR. JORGENSEN: Well, as in any area, I think the
2 extent with that was that there is prejudice. You know,
3 we could have - and there was talk about, should this be a
4 Japanese language school, or an Arabic, no, there was
5 federal money to support that, and of course money was
6 part of what was going on, that didn't make sense in our
7 community. So, now, that school is made up of many white
8 - half Caucasian, or more than that, and there are
9 Hispanic students and parents have moved into the area so
10 that they could attend those schools.

11 MS. SPANO: Okay, thank you.

12 MR. JORGENSEN: Still not easy - still difficult.

13 MS. SPANO: So, it is an ongoing battle?

14 MR. JORGENSEN: Sure, although I have handed it
15 off to someone else at this point.

16 MS. SPANO: I see. So, as a Commissioner, you may
17 not be able to do that.

18 MR. JORGENSEN: No.

19 MS. SPANO: I know Mary was talking about how most
20 of your experience is primarily serving the Humboldt area
21 and the rural communities of Humboldt, and as you know, as
22 a Commissioner, you will need to solicit input and hear
23 input from communities that share common interests of
24 maybe an area that is distinctly different than yours,
25 such as LA County, where it is densely populated, and it

1 may require you to travel all over the state. Are you
2 comfortable doing that? And going to other counties and
3 regions and areas, and identifying with others?

4 MR. JORGENSEN: I am comfortable with doing that.
5 I would relish the opportunity if it is in a downtown
6 heavily urban area; I really have traveled up and down the
7 area. That doesn't mean that you really experience that
8 area, but I think, recognizing that there are differences,
9 whether they are racial, ethnic, or otherwise, and
10 appreciating those differences, puts you in the position
11 of, again, being in their shoes and really understanding
12 and appreciating our difference. Our strength can be our
13 difference. I don't know that we recognize that yet in
14 California, it is something that we struggle with all the
15 time, I think, as a nation. But that can be a real
16 strength and we need to make transitions to get there.

17 MS. SPANO: Okay, thank you.

18 MS. RAMIREZ-RIDGEWAY: Your 20 minutes is almost
19 up. I assume you are done?

20 MS. SPANO: Yes.

21 MS. RAMIREZ-RIDGEWAY: So, now we have about a
22 half hour, actually, 33 minutes for some follow-up. I
23 know I have a couple of questions. But, Mr. Ahmadi, did
24 you have a follow-up question?

25 CHAIR AHMADI: I do, but I can go after you.

1 MS. RAMIREZ-RIDGEWAY: Okay, how about you, Ms.
2 Spano, I do not want to take time from the Panel. Do you
3 have a follow-up question?

4 MS. SPANO: No, not at this time.

5 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

6 VICE CHAIR CAMACHO: I have one that is really
7 short, so it will give you your time. When you were
8 discussing the modification of drawing some of these
9 school boundary lines, I was just wondering, in one of the
10 processes that you and your staff performed to come up
11 with the best plan, what were some of the steps that you
12 did to look at and try to determine what the best plans
13 would be?

14 MR. JORGENSON: Well, there were - there weren't a
15 lot of steps, it was not a major modification, so, first
16 of all, we looked at where subdivisions would be, where
17 there was growth, what would the future look like for this
18 particular area? We looked at - in our case, it was
19 particularly attention to American Indian and, then, of
20 growing Hispanic population and reflecting some on how
21 that may impact any changes that are made to the
22 boundaries in the school. We looked at performance data.
23 We didn't want to - we knew that there would be concern
24 about diluting, eliminating a pocket in which there would
25 be - there would be students and parents who were more

1 involved with the school, and to lose that kind of support
2 in one school to another may be a positive or negative
3 thing, so there were more minor considerations like that.

4 VICE CHAIR CAMACHO: Was one of the steps that you
5 and your staff performed was going out to the community,
6 maybe talking with the parents and teachers and students
7 to kind of get an understanding of the needs and wants?
8 Or was it more data that you were looking at?

9 MR. JORGENSEN: It was data, but for the most
10 part, we used school site councils to discuss impacts that
11 - on a particular school, and allowed that opportunity,
12 and those are public meetings. This wasn't - this didn't
13 become a big difficult affair. It worked.

14 VICE CHAIR CAMACHO: Okay, thank you.

15 MS. RAMIREZ-RIDGEWAY: What in your mind
16 constitutes a community of interest? And how important
17 are communities of interest in California's electoral
18 process?

19 MR. JORGENSEN: Communities of interest, given
20 congruity, compactness, nesting, you know, location, is I
21 think the most significant of the California areas of the
22 law. Communities of interest are not only within city
23 boundaries, for instance, but as I understand it, they are
24 individuals who have a similar interest, whatever that
25 interest may be, a development district, or in water, or

1 whatever that area is, so I think, really having the
2 opportunity to go out and hear about communities of
3 interest, and then reflecting on those in drawing the
4 lines is a significant task that the Commission - is *the*
5 significant task that this Commission would deal with.

6 MS. RAMIREZ-RIDGEWAY: If you were presented with
7 facts that enabled you to create a majority/minority
8 district, would you do so? And why or why not?

9 MR. JORGENSEN: If given the facts - just - would
10 you repeat that just -

11 MS. RAMIREZ-RIDGEWAY: Sure. Assuming there is no
12 law that requires that you create a majority/minority
13 district, but you have facts before you as a Commissioner
14 that suggest that it would be possible to do so, would
15 you, as a Commissioner, advocate that the Commission
16 create a majority/minority district? And why or why not?

17 MR. JORGENSEN: If given the facts and within the
18 law, and provided Counsel's opinion that it is within the
19 grounds, yes, I would.

20 MS. RAMIREZ-RIDGEWAY: And why is that?

21 MR. JORGENSEN: Because the evidence would show
22 that, whatever the minority is, that the interests of that
23 group and the representation of that group are reflected
24 within a common interest, and you wouldn't want to
25 necessarily divide that interest up. To divide that

1 interest up potentially - and there is much more to this -
2 but to divide that interest up could dilute the
3 opportunity for every vote to count.

4 MS. RAMIREZ-RIDGEWAY: You mentioned that one of
5 the first tasks the Commission faces is the task of having
6 the first eight select the final six, and so I think that
7 means you recognize that there is significant work to be
8 done between November 18th and the end of this year. How
9 important will diversity be to you as you select your six
10 final colleagues?

11 MR. JORGENSON: I think I can best describe that
12 through my practice in strategic planning, where it was of
13 the first work, and you are all engaged in that right now,
14 but can be the most difficult. It is like when you're
15 going to write a paper, getting that first paragraph down,
16 it is putting that Commission, or committee, commission,
17 whatever it may be, together is a significant step. And
18 having - it would be - it's of utmost importance to me
19 because it is in the law, and I believe that through that
20 diversity you create the opportunities for all types of
21 inputs and ideas and so forth that you want, but it
22 becomes a strength of an end product.

23 MS. RAMIREZ-RIDGEWAY: Thank you. Mr. Ahmadi?

24 CHAIR AHMADI: Yes, thank you very much. So, one
25 of the questions that Stephanie asked was something that I

1 wanted to ask, so thanks for your response. It was about
2 the community of interest, and I just wanted to make sure
3 that my understanding of your explanation was complete.
4 And I think I heard you correctly, so... In your response
5 to Mary's question, you mentioned about meeting with a
6 Senator at a presentation for your son, you probably
7 mentioned this, but I think I missed that, when was that?

8 MR. JORGENSEN: That - I believe that was in April
9 of 2009.

10 CHAIR AHMADI: 2009, thank you.

11 Mr. JORGENSEN: It was also around the birth of
12 one of my granddaughters, and I believe it was the April
13 one, so...

14 CHAIR AHMADI: Okay, thank you. I have two more
15 questions, one which is kind of in line with what Mary
16 asked, but with the state's administration, perhaps,
17 interactions that you may have had with the Governor, or
18 the Governor's staff. Have you had any interaction with
19 the Governor?

20 MR. JORGENSEN: I - five years ago, not even that
21 long, four years ago, I was - as a Superintendent, I was
22 at a conference and the Governor spoke, and he walked by.
23 That's as close as I've been.

24 CHAIR AHMADI: Thank you so much. The last
25 question I ask is not anything technical, but I am just

1 curious to know, what is your favorite place in the state
2 of California?

3 MR. JORGENSEN: Gee, here I'm thinking, boy, if I
4 say that it's a rural area, is that going to be - we have
5 a favorite place, it is Forest Glen, California, it is
6 between Red Bluff and the Coast, and it is a beautiful
7 place to relax. It is where I would go each year in early
8 August to recoup myself and get my thoughts together for
9 the coming year.

10 CHAIR AHMADI: Great, thank you so much -

11 MR. JORGENSEN: There are some other great places.
12 We just went through the eastern over Ebbett's Pass in the
13 Eastern Sierras and that was wonderful, too.

14 CHAIR AHMADI: Thank you.

15 MS. RAMIREZ-RIDGEWAY: MS. SPANO?

16 MS. SPANO: Do we have some time?

17 MS. RAMIREZ-RIDGEWAY: We have 23 minutes.

18 MS. SPANO: Okay -

19 MR. JORGENSEN: Wow.

20 MS. SPANO: Just breezing through.

21 MS. RAMIREZ-RIDGEWAY: Time flies when you're
22 having fun!

23 MR. JORGENSEN: Don't forget to give yourselves a
24 break.

25 MS. SPANO: I'm curious, when you applied for the

1 Commission and you filled out this application, you looked
2 at the process, was it intimidating for you? Or did you
3 embrace it?

4 MR. JORGENSEN: It wasn't intimidating for me; it
5 is a very thorough process. I was challenged by it, and,
6 you know, for a number of reasons. I retired three years
7 ago. I served on the Grand Jury for nearly a year and
8 eight months. I certainly have my interests, otherwise.
9 I love to work in my garden and do other things of that
10 type, but this was a kind of challenge that I thought that
11 it is something that I could contribute, and it's
12 something that I very much believe in. Years ago, I was
13 an Eighth Grade History Teacher, and the word
14 "gerrymandering" showed up, and you kind of look at those
15 was that's a thing of the past, well, it is not so much a
16 thing in the past, it is here, it is a concern, it is why
17 the Proposition was written. Did I ever think that I
18 would have the opportunity back then to have an impact on
19 that? No. But I appreciate the opportunity because I
20 think it is what's best for our state.

21 MS. SPANO: Thank you.

22 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

23 VICE CHAIR CAMACHO: No further questions.

24 MS. RAMIREZ-RIDGEWAY: I have just one more, and
25 it is actually just a curiosity question about the St.

1 Vincent de Paul Society?

2 MR. JORGENSEN: Yeah.

3 MS. RAMIREZ-RIDGEWAY: Can you tell me a little
4 bit about that?

5 MR. JORGENSEN: When you get a question from
6 Counsel, it's kind of - it makes you wonder.

7 MS. RAMIREZ-RIDGEWAY: I am just curious to know a
8 little bit more about it and what your role has been. Are
9 you just a contributor? Or do you -

10 MR. JORGENSEN: You know, that was, we had a
11 vehicle, it was my wife's vehicle that she would use when
12 she went to work before she retired, and it sat there and
13 we used it once in a while, and it was a great car, and we
14 said, "What shall we do with this?" And called up St.
15 Vincent de Paul, and they said, "That'll feed so many 100
16 people," and we contributed that.

17 MS. RAMIREZ-RIDGEWAY: So it is an organization
18 that feeds the hungry? I am just curious to know about
19 their organization.

20 MR. JORGENSEN: Their St. Vincent de Paul Kitchen,
21 which is located in - I believe it's in Eureka, although
22 they may have one in Arcata too.

23 MS. RAMIREZ-RIDGEWAY: Okay, thank you. I have no
24 further questions. Would you like to make - if the
25 Panelists have no further questions, would you like to

1 make a closing statement?

2 MR. JORGENSEN: Certainly. I, not being fully
3 prepared for this, but I will say that I believe I am an
4 ordinary Californian, the kind that the writers of this
5 Proposition had in mind. I've had some extraordinary - I
6 believe I've had some extraordinary experiences, and which
7 allows me to be in a position to offer my service, but to
8 really be committed to something like this, which is
9 groundbreaking in a number of ways. Those experiences
10 include my service on the Grand Jury, where, gee, and I'm
11 a bit reluctant to use this, but that can be similar to
12 what you've heard about hurting cats, and getting people
13 in a particular direction and coming up with an end
14 product. I have served over 40 elected Board members and
15 I've been a part of nearly 500 Brown Act meetings, in
16 which it's been my responsibility to put those meetings
17 together, and I have experience with that. I've been a
18 part of individual education plan team meetings, for those
19 of you who may not know, that has to do with determining
20 services that will be provided to handicapped students,
21 and they can be very contentious, and they can consume a
22 room that is as large as this with advocates one way or
23 the other, and of course parents advocate for what they
24 can get from a school district to serve their children,
25 and if you're an Administrator, you are trying to balance

1 out so that you can serve *all* children. I have been in
2 very contentious parent meetings and student meetings
3 dealing with the expulsion of a student that will set the
4 direction of that student's life, potentially. And I've
5 been given the responsibility of making a decision on
6 that. Of course, numerous parent meetings have been
7 involved, so many positive ones, and when you retire you
8 remember all the positive, but there are a few times when
9 the gym has been full, and things are not going so well,
10 having to deal with that. And I've been a part of
11 collective bargaining teams under the RHODDA Act and
12 negotiating with employee groups. Again, that can be
13 contentious, and when you need to make a decision. And so
14 often, it's very similar to what this Commission will be
15 doing, and that's making a number of judgments, and
16 determining what's reasonable, what's practical, what's
17 possible, and making the best decision potentially in a
18 priority order when those lines are drawn. And I'm a
19 geography major; I love that part of it. And
20 understanding, as I said earlier, that the jig and jag of
21 lines, that's going to be a - that can be a difficult
22 concept. It's essential to representation. So, I may not
23 be as polished as some, but you will find that I would be
24 committed to this task. This feels like it could be a job
25 interview. For me, it's not a job interview, it's

1 something that, you know, I truly believe in. And I'm not
2 doing it for myself. When I reflect back and I reflected
3 back this morning on this, why are you doing this? And
4 three people came to mind, one is a former student named
5 Stace who today is out rounding up cattle so he can ship
6 them to market and works hard every day to take care of
7 his family, and is one of my reliefs when I can go out and
8 help him, so doing it for him, and doing it for Anna. And
9 Anna was a student who 30 years ago, for the first time,
10 came to school as a Kindergartner, wore a beautiful white
11 dress and had long black pigtails, and could not speak a
12 word of English, and graduated from the University, and is
13 a leader in her Latino community. So, doing it for people
14 like her and those who follow her. And then, the third
15 person is a young boy named Joaquin, whose parent couldn't
16 care for him any longer because of some things she was
17 going through, and my wife agreed, yes, Joaquin can come
18 and live with us, and I learned so much from him. I don't
19 know where he is right now, which can be some concern, but
20 I'm confident that he's doing well, so doing it for -
21 that's why I would want to do something like this. And I
22 appreciate your consideration.

23 MS. RAMIREZ-RIDGEWAY: Thank you so much for
24 coming to see us today, and have a safe trip home.

25 MR. JORGENSON: You are welcome.

1 CHAIR AHMADI: Thank you.

2 MS. RAMIREZ-RIDGEWAY: Our next interview is at
3 11:00. It is now 10:39. Why don't we take a 20-minute
4 recess? Please try to get back just before 11:00.

5 CHAIR AHMADI: Thank you.

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

7 (Back on the record at 10:55 a.m.)

8 MS. RAMIREZ-RIDGEWAY: Are we ready to begin? We
9 have before us Dr. Daniel Walker. Thank you for coming.

10 MR. WALKER: Thank you.

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

12 MR. WALKER: Ready.

13 MS. RAMIREZ-RIDGEWAY: Let's start the clock.

14 First question: What specific skills do you believe a good
15 Commissioner should possess? Of those skills, which do
16 you possess? Which do you not possess? And how will you
17 compensate for it? Is there anything in your life that
18 would prohibit or impair your ability to perform all of
19 the duties of a Commissioner?

20 MR. WALKER: Well, I think that the skills of a
21 good Commissioner -- and once again, this is a new
22 enterprise for everybody -- but I think they need to have
23 an appreciation for the history, the geography, and the
24 demography of California. I think they need to be able to
25 be comfortable with the world of data, and kind of data

1 analysis and I think they have to be a person who really
2 wants to do right by the people of the State of
3 California. In terms of which of these skills do I
4 possess, I think there is a continuum. I hope and pray
5 that, each and every day, I'm trying to do right by the
6 people of California. I think, when it comes to
7 comfortability [sic] with data and statistics, in any new
8 endeavor, there are going to be new acronyms, new metrics
9 that people are going to have, new ways in which they talk
10 about something, so for, I think, everybody there will be
11 a learning curve to figure out what this new system may
12 look like, but I am very comfortable in data analysis and
13 things of that nature. But, like I said, with everything,
14 there will be a new learning curve in terms of, you know,
15 maybe there is some new software that is out there that is
16 just a redistricting software, and I have never seen that
17 before, and so that would be a new thing for me. And
18 then, in terms of the history, geography, and demography
19 of California, as we go through the interview, I think
20 that my experience shows that I have a good appreciation
21 for that, but I, like many people in California, probably
22 have a skewed vision of, you know, 10 or 12 big counties
23 in California, and not the other give or take 48 counties
24 in California, so there may be some places where, to
25 compensate for that, the notion of site visits, of reading

1 histories, of listening to people, all of those are the
2 types of things that I would try to do to compensate for,
3 you know, what I don't know about Colima or a county, or
4 something like that, so... In terms of is there anything
5 in my life that I think would impair my ability to
6 perform, not that I know of. And uh...

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

15 MR. WALKER: Well, when I saw this question, the
16 work that I do, I am in these situations a lot where
17 people do not necessarily get along, and so I try to think
18 about it in two ways. Where people don't get along and
19 there's a conflict with people you don't know, and then
20 there's a conflict with people that you do know. And what
21 I mean by that, case in point, just recently the State of
22 California issued its list of its lowest five percent
23 performing schools, and as a part of that, the
24 organization I work with, Blue Educational Foundation, we
25 wanted to help the community of San Bernardino understand

1 what these things meant, and so there was at each one of
2 these 11 schools, there was a parent and community
3 meeting. And so, there was the District personnel giving
4 out information, and then there were a lot of parents and
5 interested people who just didn't know what was going on.
6 And so the conflict arose from misinformation and just not
7 knowing the process. So, one of the things that we did is
8 we literally just kind of created a little fact sheet that
9 told people, you know, here are the four options that the
10 state gives, it's closure, charter, transformation, re-
11 opening, and whatever else, try to get people to
12 understand the basics of things of that nature, and then
13 also to sit there - I mean, I would sit there in a meeting
14 with my computer up to the CDE Website, California
15 Department of Education, because as people would ask
16 questions, if there were real statistics that I could
17 actually give them, I would be able to just go and hit
18 that, right then. And I found that that dissipated a lot
19 of conflict, and I think, in terms of redistricting,
20 meetings in different counties, and things of that nature,
21 that is the type of interesting amalgamation of people and
22 issues that could be there, and so that issue of trying to
23 provide people with good information helped to resolve
24 conflict. The other issue is, when you know people, I
25 mean, there is a group of people that you work with, and

1 so I tried to think about being on a search committee
2 before at Indiana University, where - well, this wasn't a
3 search committee, it was the notion of us refining or
4 reviewing or retooling the graduate program in the History
5 Department. And you can imagine, there are people who
6 were hired 30 years ago, 40 years ago, and people like me
7 who had just been hired the other day. And we all had
8 very different views of what we thought the department and
9 the majors should look like and, you know, I come in as
10 this guy, "Yeah! This is what we're gonna do." And I
11 learned a lot in that process. I learned, 1) that I
12 couldn't assume that just because somebody was of a
13 different generation than me that they didn't have the
14 same - that they didn't have the same appreciation for
15 wanting to do a good job that I did. I also learned in
16 that thing that sometimes you've got more allies than you
17 think. I also learned that it's better to build bridges
18 than to burn them. And these are things that I know that
19 I've learned in the process of trying to work with
20 communities and trying to work with groups, that
21 sometimes, once again, either people know each other and
22 there's a level of trust and respect that somebody has to
23 build up to be credible. When you - the last part of that
24 question, when it says, you know, "tell us how you'll help
25 to resolve conflicts," what I've learned is you've got to

1 build some sense of respect and integrity with the people
2 that you're working with. You cannot go in there saying,
3 "I'm going to be the conflict solver. I'm going to be the
4 one who fixes everything in this group." Because, you
5 know, people can smell that a mile away, and I just don't
6 think it's a cool - or a good way to function. I think
7 working with people and developing some level of respect
8 allows you, then, when conflicts do arise, to be able to
9 be patient enough to know that this may not be the time
10 which that needs to be dealt with because we're going to
11 be together for a while. And this may just be your day
12 for you to, you know, for you to be on your thing. And as
13 we go further, maybe it'll be my day one day and I need
14 somebody to help me through that, so that is just my
15 philosophy on how I deal with conflicts, in groups that I
16 know, and then in groups of people that are new to the
17 thing and it's just kind of like we're all coming together
18 around an issue.

19 MS. RAMIREZ-RIDGEWAY: How will the Commission's
20 work impact the state? Which of these impacts will
21 improve the state the most? Is there any potential for
22 the Commission's work to harm the state? And, if so, in
23 what ways?

24 MR. WALKER: The ways in which we could really do
25 a good thing would be 1) to model transparency. I mean,

1 even the fact that this is being filmed, and everybody has
2 been able to see everybody's application, and all the rest
3 of those things, it's like a really good example of what
4 government can do if we want to do things right, so I
5 think that we can continue that process of being a
6 transparent model. I think that we could be a model not
7 only for the state, but for the nation about citizen
8 government, about what regular people can do when they
9 decide that they want to be involved in the process. But
10 I don't know, you know the notion of like - we could do a
11 really good job also of drawing the lines correctly and
12 not having like 55 legal challenges to how we drew it, but
13 that's a part of redistricting that's probably going to
14 happen. So, those are things that I think we could do.
15 Those would be good. But the opposite is the opposite of
16 these things. We could mess things really up really
17 really bad because we could be not the model of
18 transparency. I mean, we could end up becoming a group of
19 14 or 15 people who everyone looks at as they've got their
20 own little end click and group, and they know what they're
21 doing, and some people came in with agendas, that could
22 really be bad. We could be a terrible model of what
23 citizens do when they get a little bit of influence or
24 power. So, I think, you know, we could draw really bad
25 districts where the state is in legal flux for the next 10

1 years, we could do a lot of bad, too. Those are just the
2 things that I think, in terms of, you know, good we could
3 do, transparent government, model of how citizens come
4 together, draw great districts that make most people feel
5 that they were fair and equitable. Bad things is the
6 opposite of all those things.

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

16 MR. WALKER: One of the cool examples of kind of a
17 group working together that I work with, there is a
18 project that I work in at USC called The Gospel Music
19 History Archives, and the byline is the World's First Key
20 Word Searchable Digital Archive Centered on the History of
21 the Development of Gospel Music, so big title. But what
22 it really was was an idea, and I came to USC and said,
23 "Look, I've got this idea that I want to create this
24 state-of-the-art visual archive." And I had to go around
25 kind of different divisions on campus and convince people

1 that this is what we should do, and finally the Center for
2 Religion and Civic Culture and the Digital Library said,
3 "Yes, this is something we want to do." So we were all
4 able to come together. Now, the question is, now how do
5 you do that? One, how do you marshal the funding sources
6 to be able to make this happen? And then, how do you also
7 kind of balance each and every individual's own personal -
8 and by personal agenda, I just mean the Center for
9 Religion and Civic Culture is doing what it does, and the
10 Digital Library does what it does, and I do what I do.
11 So, initially, you know, it was like, "Yay! Great!" And
12 then we started having a few conflicts because I just
13 think everyone wasn't clear on their roles, and I say, I
14 take my, you know, that was part and parcel of the
15 process, you know, because I saw myself as this small
16 entity coming into this big entity, and almost feeling
17 like it could swallow me up, and so maybe there were times
18 where my own insecurity as a smaller nonprofit dealing
19 with this bigger one got in the way. But, after we kind
20 of had a clearing out, we all went together to a
21 convention in Florida, and we just really got to see that
22 everybody was genuinely concerned about it, we all had the
23 same ideas in mind, and for the last three years, we've
24 been rolling. I mean, it is now; it is something that
25 people can go look and search, and now we're building it.

1 But, you know, my role was the initial visionary trying to
2 bring the resources together and everything else, did have
3 conflicts, some of them my own bringing, just once again,
4 because the notion of just feeling like maybe, you know,
5 what if they steal the idea? Or anything like that. And
6 working through those issues to feel like, now, you know,
7 it's a great relationship all the way around with
8 everybody, and we're a model for other people about how
9 you now, an international record company in Scotland is a
10 part of it, Indiana University, USC, we've been able to
11 bring all these because we worked out all our issues, so
12 whenever we bring on a new collaborator, everybody kind of
13 understands that. In terms of how this could help foster
14 collaboration, as I said before, my thing is just about
15 building trust and respect amongst people that I work
16 with, and if I do a good job of that, then it helps to
17 build collaborations. Those other things are natural
18 byproducts of doing good work and being respectful of
19 others. And that's all I can say. There's no, you know,
20 Ouija Board or any kind of thing other than that is what I
21 believe you do to build collaborations, that you do good
22 work and you respect the work that other people do and,
23 you know, through things happening, good and bad
24 sometimes, you build a bond amongst people and amongst the
25 group.

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

8 MR. WALKER: Well, as I kind of alluded to in some
9 of my other answers, I believe in this concept called
10 relational genius. And relational genius is this notion
11 that you can innovate and problem solve by pulling
12 together experiences and expertise from multiple different
13 life experiences and education. And so I bring that to
14 everything that I do, and what I mean by that is,
15 sometimes, you know, it is about something I learned in
16 education that helps out something I do in business, and
17 sometimes it is about something I learned in business that
18 helps something I do with the Arts, and sometimes it's
19 about that and something I learned with the faith
20 community, so I bring that notion that I don't have this
21 very narrow kind of way in which I view the world, or view
22 work, it is very much a sense of multiple pieces that all
23 come together, and that at different times, one strength
24 shines and another one is kind of like, you know, in the
25 background, in the shadow, because that is just what

1 happens and how that works in that time period. So, I
2 bring that skill, that appreciation for the fact that
3 people have multiple lived experiences, and that their
4 experiences can help the greater good. And so, in dealing
5 with and meeting people throughout the State of
6 California, me respecting the fact that this truck driver,
7 you know, that may be the way he identifies himself today,
8 but he is also a citizen of a certain county, which brings
9 a certain expertise, and he is also a father, which brings
10 another expertise, which means he has also had a life
11 before he was a truck driver, which means he also has
12 dreams and aspirations. And all these things are in that
13 individual, also in that county, in that space, or in that
14 place. The other thing I bring to the table is that I
15 love people. I just like people! You know, I just get
16 along with people, I just do. Some people don't like
17 people, they don't like to be around them, they want to
18 get some "Off!" and spray it on so people don't come
19 around, they just don't like people! Well, I just like
20 people. I mean, part of what I do, if you read, you know,
21 is that I'm up and down the state and whatever else,
22 working on multiple things. I like people! I like being
23 involved with good things, you know, there's stuff I don't
24 like being involved with and I don't get involved with it.
25 But good stuff? I like it, and I like cultures, and I

1 like experiencing new things, and the prospect of being
2 able to go up and down the State of California and to
3 listen to and to be in all these very interesting and
4 beautiful places, and with all their issues. The Inland
5 Empire, where I come from, you know, skyrocketing
6 unemployment rate, skyrocketing foreclosure rate, you
7 know, that's not beautiful at all. But, to be able to
8 hear people who are still learning how to live, laugh, and
9 love in the midst of that is a cool thing. So...

10 MS. RAMIREZ-RIDGEWAY: Very good. That concludes
11 the five questions. You are early, you are about 15
12 minutes in so far. So, Mr. Ahmadi, would you like to
13 start your 20-minute question period?

14 CHAIR AHMADI: Yes, thank you very much. Let me
15 just get organized. As Stephanie alluded, you are fast in
16 your responses, and I appreciate that because that saves
17 us time and gives us more time, as well. In response to
18 one of the questions, I believe that was question 4, you
19 mentioned a lot about, you know, respecting others. When
20 you have to make a decision based on your discretion vs. a
21 criteria that you have to follow, how do you balance that?

22 MR. WALKER: It is like applying the rule of law,
23 I mean, there are some things that just are. And you have
24 to apply them because, once you begin to be very
25 subjective and trying to kind of mute that which is, that

1 is when you run into problems. If you apply the same
2 standard and rule consistently with people, and fairly,
3 people can at least respect. They may not feel like you
4 did everything that they wanted you to do, but they feel
5 that the standard was applied equitably across the board.
6 And I just think that is what you have to try to be able
7 to do, and, like I said, there may be days where people
8 are very upset, and somebody who believes because of their
9 own projection of their belief about who you are, their
10 agenda onto you and they may believe that you are against
11 that agenda. But, if you do it fairly and everybody says
12 it was always applied the same way, then I think you
13 develop that respect. But, when you begin to start doing
14 it differently in one place and differently in another
15 place, that is where people lose respect for you because
16 you have no standard to go back on, to be able to say this
17 is how we did it.

18 CHAIR AHMADI: So, I take it, by applying
19 fairness, you mean that you are strictly following
20 criteria, even if people who are affected by that decision
21 are not happy?

22 MR. WALKER: I would say it in this way. I have
23 to believe in the criteria, and what I mean by that is, we
24 don't need to get into this, but, you know, whether it be
25 Gandhi, or Thoreau, or King, you know, there is a notion

1 that there are laws that are unjust and that people don't
2 - should not abide by those laws, and it is in their duty
3 and their responsibility to do something against an unjust
4 law. If it wasn't for that, we wouldn't have the strides
5 that we have today in terms of Civil Rights, women's
6 rights, all the rest of these things. So there was a rule
7 of law that people - that was wrong. I am hoping and
8 praying that our job as part of the Citizens Redistricting
9 Committee [sic] is that we don't have unjust and unfair
10 laws that we are trying to apply to people. So, as long
11 as I believe in those laws, and like I say, this
12 transparency of this process, and everything else, then
13 you've got to apply the law.

14 CHAIR AHMADI: So, what's your - let me back up a
15 second - I'm going to ask you a hypothetical question.
16 Let's assume that you're traveling to a public hearing as
17 part of your responsibility as a Commissioner, to a part
18 of the state whose residence or the citizens in that part
19 of the state are not happy about the way their district
20 was redrawn the last time, and they are not welcoming, how
21 would you approach that situation?

22 MR. WALKER: One is to listen, first. I believe
23 you be quick to hear, slow to speak, and slow to wrath,
24 it's kind of like a model of mine, and that literally, to
25 listen. I think a lot of times, there may be a rule of

1 law that you're trying to apply, but it could be applied
2 in a different way. You still apply the rule of law, but
3 it just could be applied in a different way, there are
4 many different ways in which the same standard could be
5 applied. And maybe we didn't take into consideration all
6 other factors in applying the rule of law. And there's
7 another way in which the rule of law would still apply to
8 that. So, I believe listening first and hearing what
9 people are saying vs. me just telling them what we did.
10 After listening, trying to figure out from my standpoint
11 what remedies, if possible, that there are, once again by
12 showing people data and information that helped to make
13 the decision that we made, because that can help at times,
14 as I said before, I'm very big on trying to show people
15 what information is there that bears on that thing, and
16 then you go from there. I just believe that it's going to
17 be hard - I mean, I've witnessed these processes, you
18 know, been a citizen of this state for a while, before,
19 and there are going to be times where everybody is upset.
20 And that might be the case.

21 CHAIR AHMADI: So -

22 MR. WALKER: I hope to God that it's not, but...

23 CHAIR AHMADI: Thank you. So, let me just kind of
24 relate it to the same kind of concept. Let's say the
25 group that you're dealing with are not happy with Prop. 11

1 and, in that case, as you know, Prop. 11 is the current
2 law in the state, and if they reject accepting that law,
3 and you're listening to them, and they're still hostile,
4 in a way, how would that impact your responsibility as a
5 Commissioner? How do you deal with that? What would be
6 your approach or your response to that kind of input from
7 the public?

8 MR. WALKER: Once again, I'm going to try to think
9 about how we could do something different that would still
10 be equitable, within the rule of law. I'm going to listen
11 to the people and hope and pray that I am truly listening
12 and not simply going off my own agenda and everything
13 else. I'm going to try and figure out and talk to the
14 Commissioners, is there something that we can do, if we
15 now feel like what we did didn't affect people correctly,
16 and whatever else? But the other issue is that people
17 have to, if you don't like the law, the great thing about
18 California is there is this whole legislative process,
19 this whole ballot initiative process to change that
20 around. And, you know, for me to be able to give
21 communities information about how to do that is important,
22 too. Yeah, but if the law right now - and it could
23 change, it could be Proposition 11A, but you've got to be
24 the ones who start it and get the signatures to make that
25 happen, or there is a legal remedy in which you can

1 challenge this. And that's all a part of the American
2 system, and you could do that. So, I have no problems
3 with allowing people to use the means necessary, or the
4 means available to them, to try to get to the result that
5 they need. But, like I say, as a member here, we would
6 have to try to do our best to have listened, to have been
7 thoughtful in the process, to have weighed everything
8 else, and to try to have applied the best remedy that we
9 could at the time.

10 CHAIR AHMADI: Thank you. Let me ask you a
11 question related to communities of interest, basically.
12 So, how do you feel about the inclusion of communities of
13 interest as consideration in the redrawing of the
14 districts.

15 MR. WALKER: When you say communities of interest,
16 you mean?

17 CHAIR AHMADI: Well, do you understand the concept
18 of communities of interest?

19 MR. WALKER: I want you to define it for me
20 because I want to make sure I'm not confusing it with
21 anything.

22 CHAIR AHMADI: Sure. I'll try my best, but we
23 have the Counsel here, so please jump in if I misspoke.
24 Based on the Voting Rights Act of 1965, there is a strict
25 requirement that part of the redistricting, or a concept

1 that has to be considered as part of the redistricting is
2 identification of communities of interest. What that
3 means is that, whoever is involved with the redistricting
4 has to try to come up with what makes a group of people
5 come together for a common interest. It could be their
6 ethnicity, it could be their racial background, it could
7 be any other interest that they may have, so that's what
8 is called Community of Interest.

9 MS. RAMIREZ-RIDGEWAY: And I think it should - I
10 believe that it cannot be - race or ethnicity cannot be
11 the predominant factor, but it could be economic factors,
12 transportation issues, water issues, many things can
13 constitute a community of interest.

14 CHAIR AHMADI: Correct, thank you. So, how do you
15 feel about including that community of interest as part of
16 the redistricting process?

17 MR. WALKER: Yeah, well, I was glad you defined it
18 because I wanted to make sure that we were on the same
19 page. I come from this place called the Inland Empire,
20 and you know, you could say it's a community of interest,
21 and there are times when - there's this one district that
22 is drawn that goes from San Bernardino County, then it
23 goes up through Indio and goes all - and no one in the
24 Inland Empire considers that to be - or it doesn't flow
25 like that, that's not how people feel, like Riverside and

1 San Bernardino Counties is how they see themselves, they
2 don't see themselves as Kern or Indio, or anything else,
3 and the fact that there's a district, I think, it is a
4 Senatorial District drawn that goes all the way up there,
5 doesn't make sense to anybody in that space. Now, we are
6 common in terms of, I told you, some economic issues that
7 are real for this space, some ethnic issues that are real
8 in terms of our demographics between African Americans,
9 Latinos, Asians, and mainstream communities, and also some
10 other economic interests about what we do and what we
11 don't have, and being in the shadow of Los Angeles. So,
12 there are issues and I think that, as we learn about
13 different communities, there are places that I don't know
14 that reality for them, and we need to know that because
15 that impacts how we draw a line.

16 CHAIR AHMADI: How are you going to know?

17 MR. WALKER: That's by listening and by doing my
18 research. I'm a researcher, that's what I do. And by
19 doing the research that I need to do to get the best
20 information as possible, because, like I say, when I see
21 that little District, I'm like, how in the world could
22 anybody who knows anything about the Inland Empire have
23 drawn that district? Because there is no commonality of
24 interest at all. Ours is high desert, low desert, and the
25 10 freeway, and the 15, and that's how we all kind of see

1 each other, and whatever else. It just is, it's not
2 Orange County, it's not LA, it's the IE. And I assume,
3 once again, that there are multiple of those same times of
4 realities that we need to be conscious of because, you
5 know, it's like how did we get this District together? I
6 know some people must think it sometimes, you know, just
7 no commonality of interest. So, I'm very aware of that
8 concept and want to, as best as possible, to think about
9 it. Once again, very familiar with Voting Rights Act and
10 Civil Rights Act, and everything else, and want to make
11 sure that communities - and once again, there's racial and
12 ethnic, but also communities of identity are respected in
13 terms of how we go about defining for them for the next 10
14 years who their elected representatives will be for the
15 State of California.

16 CHAIR AHMADI: Thank you, sir. A question that I
17 asked the previous Applicant was about, assuming that you
18 get selected to be a Commissioner, can you tell me about
19 your vision of the first few days on the Commission? What
20 would be some of the things that you would be doing?

21 MR. WALKER: Well, I already told myself one would
22 be not talking to the press. I just had this thing, I was
23 just like, I just want to tell people that that is not the
24 position I need to be in right now, that I don't have any
25 say or anything yet, it's a listening process to figure

1 out what we're going to be doing, so, literally that's the
2 one thing I've thought about is, you know, depending on
3 where you're from and if you get picked, to figure out
4 those certain media outlets, people are going to ask you
5 these questions. So that would be number one, is just not
6 to talk to the media. The next one is to try to get to
7 know the people who are on the Commission, you know, who
8 is there, reach out and talk to people, make a phone call
9 or something like that, I would hate for it to be the
10 first time we ever communicate is by the first time we
11 saw each other. I'm a researcher, once again, I'm going
12 to read the background of everybody who is on the
13 Commission and everything else, and then it's about trying
14 to do the work to figure out what -- I would take whatever
15 legislative, whatever legal documents bear on this job,
16 it's time to start reading, I mean, more so than I have at
17 this point, it's time to continue to read and to find out
18 all those pieces, look at the mandates, what are our
19 deadlines? And then to start to figure out for myself,
20 okay, how do we do this, you know? I like being informed.
21 I just think there's no substitute for knowing what you're
22 talking about, and so that would be my process.

23 CHAIR AHMADI: Thank you. Just to make sure that
24 I understood your comment about your unwillingness to
25 interact with the Press, if I heard you correctly, you

1 said that you will try to avoid that.

2 MR. WALKER: Especially in the beginning, I don't
3 have anything to say, you know?

4 CHAIR AHMADI: So that's what you meant?

5 MR. WALKER: Yeah. After that, like I say, I
6 would deal with the Press, do a lot of media things, but
7 I'm just saying that in the initial process, it's not
8 about being a media star, it's about getting the work
9 done, and once you have something worth talking about,
10 then it's time to talk, but until then, the first few
11 days, you're just happy that you got picked, and you know,
12 it's a huge responsibility, and that's about it. Other
13 than that, all I can say is thank you, I'm happy, I hope I
14 do a good job. Other than that, I can't tell you much
15 else, and somebody asked me a question, and you could get
16 that from the other 14.

17 CHAIR AHMADI: Thank you again. So, the clock
18 will start ticking the moment that you would be selected,
19 if you got selected. And you mentioned something about,
20 you know, doing research and trying to learn about the
21 requirements and also the kind of work that the Commission
22 will be doing. Can you be a little more specific and tell
23 me what kind of research would you do? What kind of data
24 would you collect? How would you organize your approach
25 to make sure that not only you are informed, but also meet

1 the deadline?

2 MR. WALKER: Once again, everything that bears on
3 this, from the legislation that created the Commission to
4 the deadlines, it is about reading them and trying to
5 figure out what we're doing. And what I mean by that is,
6 I just think, at times, you can be, once again, in a
7 meeting with a group of people, and if you don't know what
8 you're talking about, you're in trouble, so I just want to
9 know the clauses, the, you know, Section 12.30 says, you
10 know, that type of thing. I really just want to know that
11 so I'm not always deferring to, you know, the paid staff
12 member always and not knowing, or always deferring to
13 another committee member and everything else. I want to
14 be able to know what I'm talking about. And so, for me,
15 that's the process, it's just about getting everything
16 that I think bears on the situation. And like I say, that
17 would be the history of redistricting in California, and,
18 once again, there's a new issue that we got now, it's
19 different than it's been done before, so we're blazing a
20 new trail, but there are some lessons to be learned from
21 things that happened in the past, maybe good and bad. And
22 I just want to be conscious of those things. Once again,
23 literally, this job has never been done before, I've never
24 done the job before, I just want to try to be the best
25 person to do the job. Don't know exactly what that would

1 all look like because this is still a nebulous process.

2 CHAIR AHMADI: So, can you tell me, would you
3 contract out services or part of the services to other
4 staff or consultants, or other contractors, and, if yes,
5 what would be the types of services that you would
6 contract out?

7 MR. WALKER: Easily data collection. I mean, I
8 just don't think that the group of people who are probably
9 going to be picked are going to be out there crunching
10 numbers at the level that would need to be done, so I
11 would think that, you know, some agency, some institution,
12 that specializes in being able to take all this new Census
13 data, and being able to make sense of it, is important.
14 You know, things change, lines change, people's political
15 affiliations change, we can't make up assumptions that,
16 just because Orange County looked a certain way in 1970
17 means that Orange County is the same today. So, that to
18 me, of all things, that would be one of the big things to
19 contract out. The other part, I also think, would be the
20 PR piece, I mean, I think sometimes governmental agencies
21 don't do the job that they're supposed to do in terms of
22 public relations, and if there was a firm that could come
23 in and try to kind of streamline that process for all of
24 us, that would help tremendously in terms of this very
25 public process that we are going to be engaged in and

1 involved in.

2 CHAIR AHMADI: Okay, thank you so much. I don't
3 have any other questions.

4 MS. RAMIREZ-RIDGEWAY: Ms. Camacho, your 20
5 minutes begins.

6 VICE CHAIR CAMACHO: Hello, Mr. Walker.

7 MR. WALKER: Hey - excuse me, hello. I just like
8 to "hey hey."

9 VICE CHAIR CAMACHO: In one of your questions, I
10 just want to have you expand a little bit more. You were
11 talking about the USC Gospel Service that you did, the
12 digitization. Can you expand on what steps you took to
13 gain an understanding of the issues that you noted between
14 the various groups that were there to provide this
15 service, and to make sure this service was implemented?
16 Because you were talking about you had some issues and you
17 discussed them. Can you kind of elaborate on how you made
18 that, or what steps were taken?

19 MR. WALKER: Yeah, well, once again, a big
20 institution like University of Southern California, there
21 are budgetary issues going there, they have personnel
22 changes, like one of the big issues to happen was the Dean
23 changed, and when the Dean changed, everything changed on
24 the project. That is what you deal with when you deal
25 with a big group like that. And when the Dean changed, it

1 was not only the project changed, but there was a new
2 reevaluation of every project in the Digital Library. It
3 took us a year to move on anything because the Dean
4 changed. So, from my standpoint of wanting to move, move,
5 move, move, move, I couldn't move because this person had
6 instituted a new process to go out and evaluate every
7 project that they had, to come up with the criteria that
8 they were going to do projects, which ones they're going
9 to keep, and which ones they're going to get rid of. So
10 that's an issue. There are budgetary issues, you know,
11 the endowment changed at USC, and things changed
12 dramatically in terms of the amount of money that was
13 available, and understanding that some people I was
14 working with are working based on, "I want to know if I
15 still have a job. It's not about you, Daniel, it's just
16 about, you know, this is a personal issue. I'm sending my
17 resume a lot of different places, and so I'm maybe not
18 where I need to be on this project because I'm trying to
19 make sure I've got a job and I can, you know, pay the
20 mortgage and feed my family." That's why I say, when
21 there's other things going on, there's some that are just
22 public relations issues, you know, they're very - you
23 know, somebody wants to be very much associated with a big
24 thing, right? And it's great, and you get PR in the
25 community and stuff, but you're already doing the work,

1 you know? So all those are different types of issues and
2 that's what I mean by, when you're dealing with - when
3 you're trying to make something happen, all these other
4 things come into play. And sometimes you have to be able
5 to step back and realize that that's what's happening, and
6 it's not personal at all. It is that other things are
7 going on that may be personal on the other person's
8 behalf, and my ability to step back and say, "You are my
9 friend, I work with you and I'm concerned about you, and
10 today we're not even meeting about this issue, we're just
11 having lunch because I'm talking to you about how you feel
12 about your job status." That's the part when I said you
13 do develop respect with people, that people respect you as
14 a person because you care about them as a person, not just
15 about the project. And with everything that I work on,
16 that is my big issue, is trying to establish trust by
17 caring about people outside of whatever project we're
18 working on - great to get the project done, but they're
19 human beings that get every project done, and for me,
20 that's the issue. So, when you're talking about those -
21 those are the types of things I had to start sorting
22 through is, you know, there is a whole lot of change going
23 on, you know, they've got a new President now, I mean,
24 there's a lot of change going on, and I have to understand
25 it just because my institution is very - at that time -

1 was very - we understood what we were doing and where we
2 were going, and all the rest of these things, but USC is a
3 great partner and I don't want to lose that just because
4 of six months, or eight months of limbo. So those are all
5 things that I had to think about.

6 VICE CHAIR CAMACHO: Now, when you were thinking
7 about these, what did you do? How did you get
8 information? How did you make sure that this project was
9 successful?

10 MR. WALKER: Once again, I trust that everybody
11 who is on the project knows what they are doing, and they
12 do. And so, it goes back to just believing in what people
13 bring to the table. And that means that some deadlines
14 are going to change, and I can be okay with that, in terms
15 of this project, once again, not talking about the
16 redistricting committee, all right? But in terms of this
17 project, some deadlines have to change. You know,
18 universities are a lot about, "Hurry up and wait." You
19 know? It's not instant gratification. That's just not
20 how they work. You know, when I write a book, it's not
21 going to come out tomorrow, it's going to take four or
22 five years. And just respecting that process. And so,
23 that's the type of information that sometimes, it's like
24 let's get on to some other project that we can all work
25 together on because there is funding. And at least it

1 keeps us together, it keeps our energy going, and
2 everything else, and we just will try to see where some
3 synergies develop for that project. And that's what has
4 happened over the last two years, you know, we have worked
5 on now - I'm working on this thing called the "Pentecostal
6 and Charismatic Research Initiative," which came out of my
7 relationship with that project, but a big funding stream
8 came through on that side and they said, "Daniel, do you
9 want to work on this?" And I said yeah, and it keeps us
10 all on the same boat, we're all still working on things,
11 and there's some cool synergies that we've been able to
12 create to get some of that other work done in a time
13 period when the coffers are dry on that project. That's
14 just about being creative.

15 VICE CHAIR CAMACHO: Okay. In your application,
16 you talked about that you led an initiative called "Good
17 Neighbors." Can you elaborate on the role that you played
18 in that initiative?

19 MR. WALKER: Good Neighbors is a project designed
20 to try to stem the tide of violence between African
21 American and Latino, young people especially as it is
22 expressed in high schools in the Inland Empire, and we see
23 this in the Bay Area, we see this in LA around Cinco de
24 Mayo, around Cesar Chavez Day, around Martin Luther King
25 Day, and all the rest of these things. Well, the kids end

1 up fighting and the schools close down because Blacks and
2 Latino kids are having these conflicts. Well, that's not
3 - I just - that gets to me, that's not cool, I just didn't
4 like it, I don't. My PhD is in Latin American History,
5 why? Because there's an affinity I have for knowledge
6 around certain things. And so, you know, watching this
7 happen, I want to do something about it. And so I
8 understand that there's a power that faith-based
9 institutions have, a sole and spirit power. And one of
10 the things I wanted to do was try to see how we could
11 bring those to bear to help these young people, so the
12 concept is called Good Neighbors because the notion is
13 that there are Latino and African American churches that
14 are right next door to each other, some of them that
15 actually share the same building, and they don't converse.
16 One leaves at 11:00, the other one comes at 1:00, they
17 change the sign, and they don't even talk, and so I wrote
18 a grant with Reach Out West End, and I was the person who
19 came with the concept, wrote the grant, and followed
20 through with it, Reach Out West End, the Blue Educational
21 Foundation for the Kellogg Foundation's Racial
22 Reconciliations, it is called the "Racial Healing
23 Initiative." We were funded, not at the level that I
24 wanted to be funded at, but we were funded and that's a
25 cool thing, and so in October we'll begin with our first

1 activity, which is going to be to select these 10
2 churches, youth and senior Pastor, and to take them on
3 this retreat to Central California, to Delano, and the
4 areas around there, to see the faith pieces of the United
5 Farm workers' Movement, to visit one of those prisons
6 there, so they can see where, you know, when that
7 animosity gets at its highest level, or where it comes
8 from, is what you see in prisons and whatnot, and also to
9 give them a time to reflect and talk about what we are
10 going to move forward with, with steps in the Inland
11 Empire to make those things happen. So that was my role
12 in it, that's a project that I am adamant about, and I do
13 a lot of work trying to make sure that people can talk to
14 each other. And so that project is very near and dear to
15 me.

16 VICE CHAIR CAMACHO: So this project, Good
17 Neighbors, so this is pretty much - is it in its infancy?
18 And it's just starting to -

19 MR. WALKER: Yeah, we just got funded, they
20 announced the funding in maybe June, and so, like I say,
21 ours didn't get funded at the level we wanted it to, so we
22 had to kind of change what you're going to do, and so our
23 first project will be in October.

24 VICE CHAIR CAMACHO: Okay, so this is your group
25 where you are going to be putting these events together

1 and then you're going to be like the Executive Director of
2 this?

3 MR. WALKER: In most of the work that I do in
4 communities, I don't take a title, I just do the work, and
5 so I don't take a paid thing on, you know, that's just how
6 I just roll - because I don't want people to question why
7 I'm doing it. And so, in this project, it's just near and
8 dear, I direct it, I'm the energy that's going to make it
9 work, make it happen, I'm the one who is getting the
10 speakers. I'm - because it is dear to me and I don't want
11 to see it fail. As a matter of fact, I believe it'll be a
12 model for not only our region, but the state, if we are
13 successful in being able to bridge these gaps and bring
14 people together, so the young people can then become, when
15 a problem is going to happen, the young people are the
16 ones who actually have the skills and the cultural IQ to
17 be able to understand that this is not a cool thing to do,
18 and to be able to move forward in a proactive way to quell
19 whatever might have started, and to also start moving
20 forward to create some better bridges amongst themselves.
21 And so, that's just what we do.

22 VICE CHAIR CAMACHO: Okay. I just wanted to get a
23 little bit of clarification from one of the answers that
24 you gave to Nasir's question. It was about the laws and
25 if a law did not - you didn't believe in the law. Can you

1 explain if per chance one of the Proposition 11
2 Regulations or laws are something that you don't believe
3 in, or what would be a law that you wouldn't believe in,
4 and you wouldn't follow?

5 MR. WALKER: Well, there's a difference between
6 something I like and something I believe in, because there
7 are all kinds of laws I don't like. But that's just life,
8 right? Like I don't like being taxed, but that's just
9 life, I've got to roll with it. But there are things that
10 are just wrong, and when I mean wrong, not just morally
11 and ethically, but I think they go against the standard
12 for what we consider to be humanity in the world. And so
13 there are things, and once again, I'm hoping that in the
14 year 2010 there is nothing that we have legislated that is
15 going to systematically disenfranchise women, people of
16 color, religious and faith based groups, people because of
17 their sexual orientation, things of that nature, those are
18 the things that, for me, are things that I fight against.
19 And, once again, I'm hoping and praying we haven't
20 legislated something that said, "All Blacks have to sit
21 over here," and whatever else, because that wouldn't be
22 right. But those are the things that I can't stomach.
23 And those are the things that my life has been geared
24 towards trying to ameliorate in terms of people's lives,
25 and you know, I would just hope that in 2010, we are not

1 creating a legislation that makes that happen on the
2 surface - once again, there may be some things that in the
3 process, in application, end up creating that reality, and
4 at that point, it is about me and the Commission going and
5 saying, "We need to really re-think this." Because the
6 way in which it is applying itself, it ends up producing
7 that end that we did not want. And you know where I'm
8 coming from, that there could be ways in which the
9 application of something ends up, you know, creating
10 something that looks very much - very different than what
11 California looks like.

12 VICE CHAIR CAMACHO: I have another question. As
13 you know, that this process most likely is going to be
14 very contentious, and I think, generally speaking, how do
15 you feel about the legal system and lawsuits? And will
16 you be comfortable if named as a defendant in a lawsuit?

17 MR. WALKER: If I'm doing what I think is right,
18 and once again, by listening to people, and believing that
19 I had their interest at hand, then that's a part of the
20 process, and if they sue and something better comes out of
21 it, great for me. You know, I have no sense of - I have
22 no desire to have to be right, and also understand
23 sometimes you can be very right, but it's not necessarily
24 the course that group needs to take it at times, you know,
25 just be right, but that's okay. If someone sues and it

1 comes up to be something better than what was written,
2 that's great, that's great for the people of California.
3 Like I said before, the only reason I'm sitting here today
4 is because some people sued and protested and did some
5 other things, and it made America a better place, so I
6 have no problems with the fact that I might be the subject
7 of that suit, but if the end result ends up being
8 something that is much better than what we 14 members
9 could come up with, hey, that would be that foot note in
10 history.

11 VICE CHAIR CAMACHO: Thank you. That's all the
12 questions I have right now.

13 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

14 MS. SPANO: Okay. Good morning.

15 MR. WALKER: Good morning.

16 MS. SPANO: I believe some of my questions have
17 been answered, but I have a few more, and along the lines,
18 we were talking about how you believe in certain criteria,
19 maybe some may work, some may not, do you believe that the
20 Voting Rights Act of 1965 is a necessary law? And why or
21 why not?

22 MR. WALKER: Yes. Remember, I'm a historian and I
23 don't want to go into a lecture on the Voting Rights Act
24 and everything else, but we know that people are being
25 systematically disenfranchised because of the color of

1 their skin, because of regional variations in where they
2 live, and things of that nature. And something had to
3 happen to be able to address that reality. And, you know,
4 a whole lot of people marching, a whole lot of people
5 pushing the Legislature to act, made that thing happen,
6 and I think America has become a better place because of
7 the Voting Rights Act, and because of the Civil Rights Act
8 of 1964. So, I believe in them and I know that every few
9 years there will be somebody on TV and they'll say
10 something and they will be on, you know, some news
11 network, and they'll say something about the Voting Rights
12 Act should have been applied, and whatever else, this is a
13 bunch of talking, and whatever else, and they're doing
14 their thing, but as long as, you know, entities, states,
15 municipalities, whatever else, continue to have that in
16 mind, that is a good thing. I know what the world looked
17 like before it. Now, there are parts of that, like I used
18 to tell my students, I would say, you know, there were
19 less African-Americans registered to vote, with the
20 exception of 2008, where Barack Obama was on the ticket,
21 so things changed. But in 2006 and 2007, I would tell
22 them, do you know what the rate of registration for
23 African-Americans is lower now than it was before the
24 Voting Rights Act? And they go, "What?" And I would say,
25 "Now, that's on you guys. You know, you've got the right

1 and everything else, and you choose not to be active in
2 the process." And we could look at that as apathy and all
3 kinds of other things, but I know what the world looked
4 like before that. I know what the world looked like
5 before that. And I think America is a much better place
6 because of it, and that's like a no-brainer for me.

7 MS. SPANO: Thank you. You mentioned earlier
8 that, as we were talking about communities of interest,
9 you said that you also are basically a researcher, you
10 want to get informed, you like to inform the public on
11 everything you can to make a good decision. As a
12 researcher and data guy, how important is it for you to go
13 out into the communities throughout the State of
14 California and understand their interests and issues? How
15 important is it to you in the decision making as a
16 Commissioner as you draw the lines?

17 MR. WALKER: I think that it's 50-50. There are
18 two things that are going on, and so I'm a researcher, but
19 I don't stay in the books and the computer at all times,
20 but mine is to balance the qualitative with the
21 quantitative. And the qualitative is people. You know,
22 every one of those numbers is a person, and what's their
23 experience? You know, it would be easy to draw the lines
24 if you just took the numbers, you throw them into a
25 computer, and you just drew kind of even straight kind of

1 lines, and it was like this really cool grid, it was like
2 every one, two, three, four, they are all equally the same
3 size, that would be great, but that's not the case. And
4 when I say size, geographically, you know, you just sliced
5 it up and everything fit there. The reality is that this
6 is about people and you've got to be able to listen to
7 people. I grew up with a mother who was on welfare, but
8 who was involved in the process, and what I mean, the
9 process of community organizing and things of that nature,
10 and her efforts, and friends of hers, caused this
11 community center in our neighborhood to be built, Head
12 Start to be built, all the rest of these type of things.
13 They have a voice. And someone else may have just written
14 them off because they were unemployed and they were on
15 welfare, but, you know, they were citizens. And they have
16 a right to be heard. And I just believe that all those
17 things play into this. I am not the person who is going
18 to come in here and say, "Here are the numbers and here's
19 just what we're going to do." We wouldn't have this
20 process if that was the case. It's about listening to
21 people. And someone might just say, "We don't go across
22 that hill," you know? You don't see it, but there's a
23 hill there and we just don't go across it. And people on
24 that side, we consider such and such, people this side, so
25 bringing us together simply doesn't work, it doesn't

1 function, and you're drawing an Assembly District that
2 puts those two communities together, it just doesn't work.
3 You ought to be able to hear that kind of thing. Or
4 somebody talking about historically what has happened
5 based on decisions been made before, we have to be able to
6 listen. So, you know, I see this - the reason I even got
7 involved in this process, to go through all the stuff and
8 all there was to get to this point, was because all of
9 this is an opportunity for California to do something
10 right, you know? And I thought it was a process where now
11 these citizens are going to listen to other citizens. And
12 none of us is - it's not a political office, but it's
13 about listening to other people just like us and trying to
14 do the best for us. Now, who we elect as Bozos in
15 Congress, and the Legislature, that's on us, too, but we
16 at least have got to try to set the table so that the
17 process occurs correctly, and I believe that is part of
18 listening to people in the community.

19 MS. SPANO: Thank you.

20 MR. WALKER: I am sorry for using the term
21 "Bozos."

22 MS. SPANO: I understand. I know what that is.
23 It's not a legal term. As Mary was mentioning, I guess in
24 your response, she was asking you about "Good Neighbors,"
25 and we learned just now how important that project is to

1 you and how it is newly developed, you got funding
2 recently to establish that, you said your role would be
3 more like a director, and I was curious, since it just
4 started, how much time do you think you see yourself
5 spending on that?

6 MR. WALKER: Well, part of what I do, I'm the
7 Chairman of the Board of a foundation called the Blue
8 Educational Foundation, it's a family foundation, as I
9 grew up, this is the way my family rolls, this is how we
10 do things, so we help young people achieve their dreams
11 through the issue of college access, that's just what we
12 do. So there is a staff of people who works at Blue, and
13 there are times when I have an initiative that I just want
14 to get done, this is one of those. The protocols in terms
15 of from here on out, after October, are that these groups
16 will be meeting once a month to talk, share, and it's my
17 job to make sure that I have a proper facilitator put in
18 place to be that person, it is not my job to be the person
19 who facilitates every week, or whatever else. As I said
20 before, my job in - as you see, I work on a lot of
21 different projects, yeah, I provide the vision, and I have
22 marshaled the resources to make it into a reality, that is
23 what I do. And so, in that case, it is about this, but it
24 is my baby, I mean, if anything starts going wrong with
25 it, you know, I'm going to be on whoever is supposed to be

1 that person. But after it's together, you know, still
2 writing other grants and whatever else for that, but it is
3 not funding me as a salary, or me to be the full time
4 director. When I say "director," I mean the vision that
5 says this is going to get done. When everybody gets down
6 and out, or whatever else, that's when I step in and say,
7 "We believe in this. There is something beyond it than
8 just your paycheck, as the person who was hired to be the
9 facilitator." And that's just what I do. So, it's not
10 about, like I say, a job time constraint in that sense,
11 it's about a vision and spirit commitment on my behalf to
12 make sure that goes through, and that means at times, hey,
13 I show up at a Wednesday meeting and give a ra ra to
14 everybody to keep moving.

15 MS. SPANO: Okay.

16 MR. WALKER: Yeah, and they only funded us
17 \$10,000, so it ain't enough to be - we asked for \$425,000,
18 so that was a big difference.

19 MS. SPANO: So it's my understanding you are very
20 passionate about these organizations, the ones that you're
21 involved with and the ones you've created, the ones you
22 participate in, and as a lecturer also, a professor, it
23 seems like you have a lot on your plate. And as a
24 Commissioner, have you given any thought about the time
25 commitment and the dedication in how you're going to meet

1 your responsibilities if selected as a Commissioner?

2 MR. WALKER: Well, as I said before, I'm a
3 creator. I don't do seat time with people, and what I
4 mean by that is, I don't sit in any office from 9:00 to
5 5:00 or whatever else, I say that for the things I'm
6 really concerned about. So I create something, make it
7 happen, put the resources together, and then let it flow,
8 that's what I do. This seems much like that, you know,
9 this process, creating this Commission and going out and
10 doing it, and that's what I like. And so, in terms of
11 time, I'm able to really schedule my time much more so
12 than somebody with a 9:00 to 5:00, actually, in terms of -
13 and I don't have to worry about the fact that there is
14 going to be a conflict back at work, even though I know
15 legally you can't fire me, but there are conflicts I keep
16 missing, I don't have to worry about those issues. And
17 for myself, I have scheduled to where, if I get this, this
18 is what I'm going to be doing, and I know that this is
19 important. I mean, this is historic, this is that
20 important and you make time for the things that are
21 important. And just like the neighbors are very important
22 to me, well, this affects the whole State of California,
23 and maybe the nation, in terms of what we do. It will be
24 number one priority in terms of what I do. Like I say,
25 the other thing is, it's mental time that people at my

1 firm, they pay me for, the mental time comes into play at
2 2:00 in the morning sometimes, because that is where I was
3 motivated and the juices were flowing for me to be able to
4 finish a project somebody needed to be able to get that
5 nugget done for them, or whatever else. But I'm very, you
6 know, like I say, other than somebody would be kind of
7 over-tired or something like that, I'm able to jot out my
8 schedule how I want to.

9 MS. SPANO: Okay, that's good. So seeing that you
10 don't have any redistricting, per se, experience, how do
11 you see yourself applying all these experiences that you
12 have accomplished to the work of the Commission?

13 MR. WALKER: As I said before, trying to be the
14 person who listens, trying to be the person who is
15 informed, trying to be the person who, at times, may lead
16 because I may know something about a specific issue at
17 that time. I don't know what it is, but there's a process
18 by which, when we're in a meeting and people are
19 contentious, somehow I'm at times able to make people feel
20 comfortable and safe. It just happens. And like I say, I
21 don't know what it is, it just happens.

22 MS. SPANO: Can you explain for me how you do
23 that?

24 MR. WALKER: Like I said, I wish I could say, you
25 know, "You take 2 and you put 4, and you add that

1 together," it's just whatever God blessed me with, and
2 once again, but whatever it is that I am, it is able to
3 make that happen at times, and all I do is sit back and
4 say, "I'm glad that it happened at that time because there
5 was a level of energy that was not positive, and something
6 had to come into that and make it happen." That doesn't
7 mean we stand up every day and say, "This is who I am," it
8 just means that there'll be times in the course of this
9 going on where that skill, or whatever else, will come
10 into play. Now, as I said before, I can't explain it,
11 it's been that way since I was a kid, it just is. It's
12 just part of my DNA. But I also understand you don't use
13 it - you know, it works because you use it sparingly,
14 because - like I say, it's hard to explain, but it just is
15 what it is, and I know that that comes to the table
16 whenever I'm involved in a project.

17 MS. SPANO: It's part of your personality, would
18 you say? Maybe, okay. How much time do I have?

19 MS. RAMIREZ-RIDGEWAY: About 12 minutes.

20 MS. SPANO: Okay. It sounds like you're very
21 passionate about doing this type of work, and who, if
22 anyone, encouraged you or asked you to apply for a seat on
23 the Commission?

24 MR. WALKER: Nobody in particular, I mean, that
25 stuff was out there, I mean, the law got passed, I was

1 looking for when the notification would be, when the
2 notification came out, you know, you get e-mails from 10
3 different people because everybody is sending out these
4 lists or e-mails to everybody about applying, so I
5 wouldn't give to any one person or anything like that. I
6 just believed that, okay, I will try to throw my name in
7 the hat.

8 MS. SPANO: Okay. Let's see, I noticed in your
9 response that you're a founder of the Hardy Brown College
10 Prep School, and I was wondering what - can you explain a
11 little bit about that?

12 MR. WALKER: One of the founders, co-founder.

13 MS. SPANO: One of the founders, okay.

14 MR. WALKER: Hardy Brown College Prep, actually,
15 our first day of school is August 16th, next Monday, the
16 first day, 235 kids starting off. In San Bernardino, as I
17 alluded to before, this is a really bad situation with the
18 schools, as I said, you know, when the State came out with
19 its bottom five percent, 11 schools out of 66 in this
20 district were on it. And it traditionally had a hard time
21 being able to educate kids in the community, just has, its
22 API scores are terrible, and you know, everybody knew
23 administrations come in, they promise things, and they
24 have a growth of like two points on Math, and one point on
25 English, and we as a group just decided that there was

1 something we had to do, and so a friend of mine, Margaret
2 Fortune, who is here, who is affiliated with a school
3 called P.S. 7 which is here in Sacramento, came down and
4 dialogue started, this was like three years ago, talked
5 again two years ago, and decided we wanted to do this, and
6 went about the process to create a charter school. And,
7 you know, from creating the petition, to being in the
8 community to get signatures for people to sign, to getting
9 approved by the San Bernardino City School Districts, 7-0,
10 you know, when they even said they wouldn't approve a
11 charter, you know, and then to go out in the housing
12 projects of San Bernardino and recruit kids, and in the
13 neighborhoods that nobody wants to go into, and recruit
14 kids, selling them not about a building, but selling them
15 the notion of quality education. And, you know, to go and
16 see like 26, 27-year-old parent, and you start talking
17 about P.S. 7 is like for African-American kids, P.S. 7 has
18 the second highest API scores in the state, and just
19 showing the kid what that model was and that number, and
20 what the number is for San Bernardino, and seeing a 26-
21 year-old father say, "You don't have to say anything else
22 to me, where do I sign up?" And then to watch through the
23 summer these parents come to these community meetings
24 where they have to learn about school culture and
25 everything else, and then three weeks ago we had the sixth

1 graders go on a boot camp at Cal State San Bernardino, and
2 we're about to start, that's the dream of trying to help a
3 community, you know? It just is. San Bernardino has one
4 of the lowest college going rates in the state. Just,
5 you've got to do something when certain things happen, and
6 so my role in that as design team, I was on the
7 Principal's selection committee, and then here goes - here
8 is what Daniel does - and now people know what they're
9 doing, I step away because the principal is the principal,
10 not Daniel Walker, and we hired that principal because she
11 knows what she's doing. So, as a member of potentially
12 the Board of Directors, that is what I do there, but
13 everybody is supposed to do their job. The architect was
14 supposed to design, the construction person is supposed to
15 be able to know what they're doing and get their work
16 done, and if need be, then I step in and do certain
17 things, but, you know, we had a good team of people and
18 everybody understood their role as they stayed in their
19 lane, as I say, and whenever we had to come together to do
20 something really big, we were able to do it. And now the
21 proof is in the pudding, so we have done all this stuff,
22 and so now the school has got to produce. So, at the end
23 of the year, if Hardy Brown College Prep has worse scores
24 than the school across the street, well, then we've got to
25 do something.

1 MS. SPANO: I see. Also, you mentioned you're a
2 co-founder, okay, and there are other co-founders in this
3 organization. Would another co-founder be, let's see, Dr.
4 Paulette Brown?

5 MR. WALKER: Yes.

6 MS. SPANO: And what is the nature of your
7 relationship with Dr. Paulette Brown?

8 MR. WALKER: Dr. Paulette Brown and I grew up
9 together. We've known each other since we were about
10 seven-years-old. We used to go to church in the same
11 system and so we - we have this funny thing about - we
12 surround this church, and we are both small for our age, I
13 haven't grown since, but we were both small for our age
14 and there would be all these kids who were our age, but
15 they were bigger and more physically developed, and they'd
16 hang with the older kids, and so, on the bus, me and her
17 would have to sit in the back and we used to say, "One
18 day, we're going to be something," and we just planned
19 that we were going to try to help our community, and we've
20 been working at that for the last 40-something years.

21 MS. SPANO: Okay, is there any other relationship
22 or organization or business relationship that you have
23 with Paulette Brown?

24 MR. WALKER: I sit on - I am the historian for the
25 Black Voice Foundation for History, Media and the Arts,

1 which was created by her mother and father, who are the
2 publishers of the Black Voice Newspaper, one of the
3 longest standing African-American newspapers in the Inland
4 Empire, and I direct things like this thing called
5 Footsteps to Freedom, which is an underground railroad
6 study tour that I take about 40 teachers every year and we
7 trace the steps of people going from Kentucky, all the way
8 up through Canada on the underground railroad. Her
9 husband and I are best friends and we - he is a
10 playwright, and we direct - not direct - he directs plays
11 and I write for him, and other than that, I mean, she's my
12 buddy. You know, we talk and we work together on good
13 things. No financial relationship in terms of, once
14 again, as I said before, there are certain things that I
15 try not to do because I want to make sure that - I have
16 enough contracts with other things, so that within my
17 little place that I live, I try not to have those things
18 conflict with the work that I do.

19 MS. SPANO: Okay, also, is there a connection with
20 her and you in the organization that you founded, People
21 Works?

22 MR. WALKER: Perfect Works.

23 MS. SPANO: Perfect Works, sorry, excuse me.

24 MR. WALKER: On my website, it lists her company,
25 BPC Mediaworks, as one of my what I call "creative

1 associates." And as I said before, so if a project comes
2 my way, now, this hasn't happened yet, this is theory, not
3 practice, because, you know, my business has beneficially
4 started for a year, someone would come to me and say, "I
5 have a project that needs to do X, Y and Z," if they need
6 media relations, strategic communications, whatever else,
7 then I would call up a person like Paulette and say she
8 handles that, or call up another person who does film and
9 say they handle that part, but as of today, we haven't had
10 any formal business happen yet, which is cool.

11 MS. SPANO: All right, are you aware of any of the
12 clients of BJP?

13 MR. WALKER: Yeah. She has Arnold Schwarzenegger
14 is, I think, one of her clients. She has March Health
15 Care which is this \$3 billion redevelopment of a former
16 March Air Force Base in Marino Valley, she has TASIN,
17 which is the Tribal Alliance of Sovereign Indian Nations,
18 which is a group of, I think, 13 Indian Tribes that have
19 gaming and whatever else. She has, I think before, has
20 done the Superintendent of Education for the State, she
21 has a number of clients.

22 MS. SPANO: Okay, and do you have a relationship
23 or - what is the nature of your relationship with her
24 clients? Any potential relationships?

25 MR. WALKER: I have none with her clients.

1 MS. SPANO: None with the elected officials?

2 MR. WALKER: I don't - Paulette rolls in a
3 different world than me, if you get where I'm coming from.

4 MS. SPANO: Sure.

5 MR. WALKER: She is big time and, you know, and I
6 provide some things that, you know, is good for Daniel to
7 come around and whatever else, but the world she rolls in
8 is, you know, I'm proud of her because of what she's been
9 able to create from her Media company and everything else,
10 but yeah, as of yet, I don't have any contracts with any
11 of those entities. And once again, it goes back for me, I
12 really have to believe in who I lend my voice to, and I
13 just have a real problem at times - I won't sell my voice,
14 I think it - I don't take it lightly, and you know, just
15 because somebody is your client, I don't - I can't believe
16 in them, I don't undo the work, so that hasn't come our
17 way yet.

18 MS. SPANO: Okay, thank you.

19 MS. RAMIREZ-RIDGEWAY: Do you have any follow-up
20 questions?

21 CHAIR AHMADI: I do. Mr. Walker, looking at your
22 application, I was really impressed with your activities
23 for the last few years. For example, looking at your
24 employment history, you mentioned that at one point during
25 the spring of 2003, you were holding four jobs, one in

1 Indiana, a different state. I'm anxious to hear, how did
2 you manage that?

3 MR. WALKER: Well, in Academics, they have a term
4 called "Freeway Flyers," and Freeway Flyers are people who
5 may teach one place, but have adjunct appointments at
6 numerous other places, and sometimes they don't have a
7 permanent appointment, they just have adjuncts, and so
8 literally they may be teaching at Chabot College for three
9 courses, and then going to San Francisco State and
10 teaching two courses, and then going to Berkeley and
11 teaching a course, it's not a cool life to live, but that
12 was a piece of who I was at that time. I was a visiting
13 Professor from Indiana University who had accepted a
14 position as the visiting professor of Latin American
15 History at Occidental College, but I knew I wasn't going
16 back to Indiana, and so what happened is I was trying to,
17 you know, put in my - let people know who I was so I could
18 hopefully get me a full-time job. And, you know, at the
19 same time, I was going through a divorce, so you know, a
20 brother's gotta do what he's gotta do, you know? So I
21 would literally get up in the morning, this is crazy, but
22 I'd get up in the morning at like 5:00 in the morning, get
23 to Occidental, teach my four classes there, flip, come
24 right back, teach this thing called Weekend College at San
25 Bernardino Valley College from 5:00 in the evening to

1 10:00 at night, and then all day on Saturdays as this
2 weekend program, go to Palomar in the morning on Tuesdays
3 and Thursday down in San Diego, and was - if I'm not
4 mistaken, teaching on Friday mornings at UCLA and doing a
5 Wednesday night class at USC. I don't - that's not the
6 life, you know, I'm so glad that's not the reality, but
7 just like hundreds of thousands of people in the State of
8 California, you do what you've got to do. You know? And
9 when you don't have benefits at some place, and you don't
10 have such and such, you've gotta do what you've gotta do
11 when you've got to position yourself for the next stage.
12 And I knew the next stage was I was going to be in
13 California without my cushy University job, and I had to
14 let people know who I was and that I was available to be
15 here.

16 CHAIR AHMADI: Impressive. Thank you so much.
17 And related to that, I also realized that you were born in
18 LA, but at some point you left the state, and based on
19 your application information, I don't want to get into the
20 details because that is confidential information, of
21 course, but you came back to the state in 2003.

22 MR. WALKER: Uh huh.

23 CHAIR AHMADI: Can you tell us a little more
24 about, oh, what was the cause for your leaving the state
25 and coming back? I am just curious to know.

1 MR. WALKER: No, no problem, it's cool. I like
2 this. I was born in LA, but I grew up in the Inland
3 Empire, I never remember living in LA. My mother moved
4 out here maybe when I was four - three or four - so I went
5 to Head Start, to everything in Fontana, California, lived
6 there until I was 18, went to San Diego State - Go Aztecs!
7 - went to San Diego State, and after that, I'm a guy who
8 likes to experience things. I mean, I was blessed to get
9 a fellowship to go live in New York for a while, and other
10 things, and then, in terms of leaving the state in 2000 -
11 I actually left in '96, it is because I was going to get
12 my PhD. So, I got my Masters from '94 to '96 at UCR, and
13 then I got accepted to the PhD program at the University
14 of Houston, and then I was there for four years until
15 2000, and then I got my first official university job in
16 Indiana University, and so I came back, and I actually
17 came back in 2002, but my appointment didn't end until
18 2003 because that's when I turned in my letter of
19 resignation. But, like I say, other things with family
20 going on, part of the process as we are all grown, things
21 happen, and -

22 CHAIR AHMADI: Sure, sure. Thank you, I
23 understand. One more question and then I open the floor
24 for the other Panelists. And this is again on your
25 application and something that I just wanted to make sure

1 that I understand fully. In the part where you provide
2 family information, you have listed an individual as your
3 brother-in-law, I believe, but the address for that
4 individual is shown as California Corrections Department.

5 MR. WALKER: He's in prison.

6 CHAIR AHMADI: Oh, okay. Okay.

7 MR. WALKER: That's where he's at.

8 CHAIR AHMADI: And, you know, I just wanted to
9 make sure that it's complete here, but now that you
10 mention that, actually, you know, I just wanted to ask
11 your opinion about, you know, experiencing closely what a
12 family member, you know, being an inmate, how does that
13 affect your understanding, or your relationship, or your
14 personal perception of the needs? Can you tell me more
15 about that? I just need to know.

16 MR. WALKER: It's - I wish I could say that I had
17 only one family member who had ever been incarcerated.
18 That's not the reality. The reality is that, just
19 speaking culturally, you know, one-quarter of all African-
20 American young men between 18 and 35 is in the criminal
21 justice system, so you do the numbers. If I have four or
22 five brothers and sisters, that statistic affects us, me
23 too. Part of why I do so much with education is because I
24 understand the value of an education, and how I hope and
25 believe that through culture and history in education,

1 that people can develop some kind of sense of themselves
2 that helps them believe that maybe that, whatever they
3 thought they were getting out of that criminal activity,
4 that there was something infinitely more valuable on the
5 other side, and so that would be why they didn't do it, or
6 whatever. But, I mean, it speaks to me. I mean, I've got
7 a nephew who is in prison in Nevada, and it tears my heart
8 apart that that's - you know, I never have - like I say,
9 I'm a very free person, and so the whole notion of even
10 being held down, and whatever else, is antithetical to my
11 being, and to have to think that he has spent, my nephew
12 in Nevada, you know, since he was 19, he's 25-years-old
13 now, you know, that's not the way anybody wants to live.
14 But, you know, in Black and Latino communities, and in
15 poor communities, that's some realities that we deal with.
16 And so my job, and people like my job, is to say not just,
17 "Hey, it didn't happen to me," but it's trying to create
18 some system, some infrastructure, so that it doesn't
19 happen at the same rate in the future. So it informs so
20 much of what I do, and that's why - it's just - there are
21 a lot of realities, you know, drug addiction has been a
22 part of people in my family, so that makes me think
23 differently about things. It doesn't make me 100 percent
24 on this side, or that side, but it gives me a different
25 perspective, and I am unafraid to talk about it, you know,

1 that's the other thing, I mean, I am who I am, I come out
2 of a community - I am blessed to be a shining example of
3 what that community could produce, and I understand also
4 that there are all kinds of other people that went to
5 school with me, who didn't go the same direction. And
6 their spirit and life informs what I do because I
7 understand that they were just the same as me, I felt,
8 right? I mean, they were just the homeys, but they just
9 made one turn here, or one turn there, and whatever else
10 has happened, and that is a reality. So one of the big
11 things that I do now, even, is for some of these friends,
12 is that I'm working with their kids, you know, to try to
13 help their kids see that there's different reality, and I
14 know your dad is there, but - and the good thing is I can
15 even have times where, you know, some of my friends who
16 have been incarcerated, I mean, they will call me and say,
17 "Daniel, you need to talk to my son. You need to talk to
18 my daughter. My daughter is really smart, she can go to
19 college, but you need to be the one to talk to her because
20 I don't even know what the language is about that." I
21 take that as an honor. So...

22 CHAIR AHMADI: Sure. Thank you so much, good for
23 you. I don't have any other questions.

24 MS. RAMIREZ-RIDGEWAY: If you don't mind, I'd like
25 to just sort of follow-up. First, I want to say, I

1 noticed the same thing and I assumed that your brother-in-
2 law was incarcerated, and I want you to know that that's
3 not anything, it's no judgment on you or your family, but
4 I wondered how that experience for you and your family,
5 and also it sounds like many of the people you grew up
6 with, would color impact your work as a Commissioner?

7 MR. WALKER: As I said before, when I said that
8 everybody has a story, it helps me to listen to people
9 beyond what they may come to the mic with, because when I
10 hear their issue, it may resonate with me, I'm not saying
11 always, but it may resonate with me. And whatever this
12 Commission does, when you asked the question about, you
13 know, what role do people play in a process, you're a
14 researcher, those realities have always made me be the
15 person who could not just be in the ivory tower and kind
16 of writing books that, you know, that people pontificate
17 about, and whatever else. It has always been about tying
18 that into - not even tying it into, but that and community
19 has always been one. So, if anything, as I said before,
20 it informs and it colors what I do because I hope and pray
21 that it gives me a perspective and a sensibility to
22 listen.

23 MS. RAMIREZ-RIDGEWAY: Do any other Panelists have
24 follow-up questions?

25 VICE CHAIR CAMACHO: No.

1 MS. SPANO: I guess I was curious what role you
2 see yourself fulfilling on the Commission.

3 MR. WALKER: Well, I don't know anything about it
4 other than 14 members, right?

5 MS. SPANO: Sure.

6 MR. WALKER: I don't know if there's a like
7 President, Chair, a Treasurer, or anything like that. All
8 I can say is that I bring me to the table, and I just hope
9 that that is a good contribution statewide and also in a
10 very local context when we are in communities, hopefully
11 that I bring me to the table.

12 MS. SPANO: Thank you.

13 MS. RAMIREZ-RIDGEWAY: Any other questions?

14 CHAIR AHMADI: No.

15 MS. RAMIREZ-RIDGEWAY: Would you care to make a
16 closing statement? You have about 14 minutes.

17 MR. WALKER: Well, seeing that I have 14 minutes,
18 no. No, you guys would be mad if I pulled out a big
19 speech or something like that. I just, like I say, I was
20 energized by the fact that we thought, as people of the
21 State of California, that we could do something different.
22 I wrote in my paper every year that the Budget impasse
23 happens, every year that people take these "principled"
24 stances based on partisanship and whatever else, and all
25 it does is hurt the people working at the DMV, who are now

1 furloughed, all it does is hurt the teachers who have to
2 get pink slips and everything else, and they can't figure
3 out why the state can't just pass the budget, because they
4 know they're going to have to sooner or later, why all
5 that uncertainty? When I see people using other people's
6 lives as political footballs, which is what politicians
7 do, that's what they do; I understand the world that I
8 live in, but I was energized by the opportunity and the
9 prospect to be able to work with this Commission. And as
10 I said before, I don't know everything, I'm not a
11 Professor of Redistricting or anything like that, but I do
12 have some life experiences in communities that range
13 ethnicity, gender, sexual orientation, geographically, all
14 the rest of these things, that I think help me, would help
15 me, and would help the Commission in that process. And
16 so, that's what I bring to the table and I am just hoping
17 that I'm able to bring those skills to bear in this
18 process. So I thank you all for your time and
19 consideration.

20 MS. RAMIREZ-RIDGEWAY: Thank you so much for
21 coming to see us.

22 VICE CHAIR CAMACHO: Thank you.

23 CHAIR AHMADI: Thank you.

24 MS. SPANO: Thank you.

25 MS. RAMIREZ-RIDGEWAY: And we should go into

1 recess until - I don't have the schedule memorized yet -
2 oh, about 12:58, come back in at 12:58?

3 MS. SPANO: Yes.

4 VICE CHAIR CAMACHO: Yes.

5 (Off the record at 12:17 p.m.)

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

7 MS. RAMIREZ-RIDGEWAY: Are we about ready to get
8 started?

9 CHAIR AHMADI: Yes, we are.

10 MS. RAMIREZ-RIDGEWAY: All rights, let's go back
11 on record. Good afternoon, Ms. Huang.

12 MS. HUANG: Huang.

13 MS. RAMIREZ-RIDGEWAY: Huang, I am sorry.
14 Welcome. And are you ready to begin?

15 MS. HUANG: Yes.

16 MS. RAMIREZ-RIDGEWAY: Wonderful. I will ask you
17 the first question. Please start the timer. What
18 specific skills do you believe a good Commissioner should
19 possess? Of those skills, which do you possess? Which do
20 you not possess? And how will you compensate for it? Is
21 there anything in your life that would prohibit or impair
22 your ability to perform all of the duties of a
23 Commissioner?

24 MS. HUANG: Well, the first skill I would list is
25 to listen carefully and with respect to the speakers. It

1 is important to listen without any judgment or personal
2 opinion because I work off of the premise, every thought
3 from a speaker is worth noting, because that person spent
4 the time to come up with the thought, and their reasons
5 behind that opinion, and they need to be respected for
6 that opinion, without any preconception - or preconceived
7 notion. So, it is important to respect and honor those
8 thoughts. And I got that a lot from my personal
9 experience as a trial attorney because often times you
10 have witnesses, including hostile witnesses, who might be
11 trying to dismantle your case, and you can't just come in
12 with this notion of, "I want to destroy that witness."
13 Maybe, even though they are hostile toward your case, they
14 might have something of value to say and cause you to be
15 evaluating your position on your case, so I work off that
16 premise, that every thought is worth noting, and every
17 opinion must be respected. Another skill I think is
18 important is a quick analysis of the speaker's statements.
19 Often time in a setting like this, where you have a member
20 of the public come in and express their opinions, you have
21 only one opportunity with that speaker, no second chances,
22 you need to think quickly, you need to filter out all the
23 other points, get straight to the point, ask your follow-
24 up questions, because you only have that one chance and
25 you don't want to miss that chance. Once they walk out

1 the door, you don't have a chance to ask them to come back
2 and, please, explain some more. And, again, I draw that
3 from my experience as a trial attorney because I only have
4 one chance with my witness and I must listen carefully to
5 what they are saying and ask the follow-up question, which
6 is why often times, when I am in trial, I don't follow a
7 script, I listen and ask my follow-up questions, and I
8 would take that approach coming in as a Commissioner, is
9 to listen intensively to the speakers and ask the follow-
10 up questions and, again, back to my original premise,
11 those opinions are to be noted because they are worth
12 something. But most importantly out of this process is
13 not to be disruptive to the speaker, and I think often
14 times people, when they are asking questions, they want to
15 get to their own points, and they want the speaker to
16 address their own points, so they become disruptive and I
17 think that is the part where, as a Commissioner, you must
18 have the skills to listen and not to disrupt the speaker,
19 so that they never get a chance to voice their opinion
20 because you are in a hurry to get your opinion drawn out,
21 or you want them to address your points of view that you
22 forget to listen to everything else. So, I believe that
23 is one of the skills that you need to have as a
24 Commissioner. And another skills is the ability lead, but
25 most importantly, know when to step back and to be a

1 follower. A lot of times, you see people with leadership
2 skill and, naturally, they just want to take over the
3 discussion, and just lead, and irrespective of others.
4 Well, we can't have a room full of quarterbacks and no
5 linebackers, no wide receiver, no nose tackles, that will
6 never get to the final goal. You need to have the team
7 work together, and that requires a time to sit back and
8 listen to the other members of the Commission. And there
9 are some times, you know, what, even though you might
10 disagree with them, why not step out of your box and give
11 them an opportunity to lead, and just follow? But also
12 provide the opposite point of view, "Well, you know, this
13 is the negative side of that, but, you know what? I'm
14 willing to let you take the lead because I may be wrong."
15 And I think that is something, as a Commissioner, you need
16 to know when to just draw the line and tell yourself,
17 "Hey, step back," and let somebody take the lead. And
18 definitely another skill that I believe is important is
19 the ability to analyze hard data. This Commission will be
20 looking at a lot of statistics, a lot of graphs, a lot of
21 data analysis, and I believe my background as a Political
22 Science Major, I wrote a lot of papers, and original
23 research papers that required me to look at a lot of
24 graphs, a lot of statistics, as well as my work as a
25 Senate Fellow for members of the Senate and the CalFED

1 Select Committee where I was looking at water
2 distribution, water storage, looking at a number of salmon
3 that come through the Delta, things like that, those hard
4 data. In order to be a good Commissioner, I don't think
5 you should be sitting there and waiting for people to give
6 you that information, that you just kind of filter it out,
7 figure it out by yourself. You need to spend the time to
8 read it, understand it, so that you can ask the questions
9 from the staff members and from members of the public. If
10 you spend all your time just waiting for other people to
11 give you the data, you will miss something, and I think it
12 is important to have that analytical skill to look at the
13 statistics and analyze it and filter it out. And lastly,
14 I think that another ability is the ability to write, I
15 think. The Commission will be issuing its reports and its
16 recommendations, and drawing the lines, and I think you
17 need to have good writing skills. You know, it is one
18 thing if you can come in here and make a great speech, but
19 if you can't write, you can't communicate. And I think my
20 background as an attorney, and now I am an Appellate
21 Attorney, it has given me great opportunities to do a lot
22 of writing and also I read thousands of pages for my job,
23 and I think my ability to filter out the information from
24 these transcripts, doing the legal research needed,
25 grasping important legal concepts, and then writing it

1 down and communicating it to the Court, are important
2 skills. And lastly, definitely a good knowledge of the
3 Voting Rights Act, I think, will be important for someone
4 who is a Commissioner. That part, I would say, would be
5 the skill where I probably lack. I did take a class in
6 Civil Rights litigation and studied the Voting Rights Act,
7 but I don't have a good grasp of that and if I become a
8 member of the Commission, I think that would be the first
9 place I would go and do a lot of good hard legal research
10 to fully understand that because a lot of what this
11 Commission will be doing will be not just based on the
12 mandate of the proposition that created this Commission,
13 but also really going back to the Voting Rights Act, and
14 the important Civil Rights cases that preceded the Voting
15 Rights Act, and the precedent that has been set since the
16 Act was voted in. One of the questions here about
17 anything in my life, if there is a serious illness, or a
18 death of any of my children, it would be the reason why I
19 would not be able to serve as a Commissioner, they are
20 probably the most important things in my life, and
21 anything with them, I would definitely step away and focus
22 on my family.

23 MS. RAMIREZ-RIDGEWAY: Does that conclude your
24 answer to that question?

25 MS. HUANG: Yes.

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

9 MS. HUANG: There are many examples I would love
10 to give, starting with a very broad experience, it is a
11 combination of many cases I handle as an Attorney in the
12 Dependency Court. Dependency Court deals with children
13 that are removed from their parents due to child abuse and
14 neglect. Often times, we intervene at a time of crisis,
15 and this is where you go in and you really have to resolve
16 not really so much as the legal questions, but the
17 conflicts in the family that led to the removal of these
18 children. So, in these circumstances, I have always
19 reached out to opposing counsels, and opposing counsels
20 like the County Counsel representing the Social Workers
21 and, most importantly, the parents, to try to figure out,
22 identify what led to the crisis, why did the intervention
23 programs fail this family? And why are we here today?
24 And, because the Legislature has a series of laws where we
25 need to try to reunify the families within 18 months, that

1 is a very hard deadline to meet when you're dealing with
2 people with mental health issues, or addictions, or
3 incarceration, how do you put a family in crisis together?
4 And there are a lot of issues because parents come in
5 there and tell you, "I don't have a problem. The problem
6 is you. You are here thinking you know how to be a parent
7 and you shouldn't tell me how to raise my children." And
8 so they come in with that premise, and it makes it very
9 hard to resolve the problem, the crisis in this family.
10 So we often time have come together and I reach out to
11 them and say, "Listen, here is the addiction, here are
12 some classes we need to work on." And I earn their trust
13 by telling them I'm here -- within the statutory deadline
14 of 18 months, I'm here not to work against you, I want to
15 work with you because I want to return this child to you.
16 And we set lots of goals for them, often times they fail,
17 but we encourage them, so that we can return those
18 children back to them. But, a specific experience I am
19 going to share with the Panel is my work on a residential
20 care facility bill for the elderly, back as a Senate
21 Fellow. It was a bill where it was a very good idea.
22 California was facing a time where we were shoving people
23 into skilled nursing homes because we don't have any low
24 or intermediate care homes. It was either stay at your
25 home, or put them in the skilled nursing home, costing a

1 lot of money. And so you have a group of RCFEs, but this
2 is all private pay. So, there was an idea that we ask for
3 a federal waiver - a very simple idea - as a federal
4 waiver so the Medicare can cover RCFE for those who cannot
5 pay, and so they can live in the community, great idea, I
6 just didn't realize how many people out there opposed it.
7 The nursing home was against it, the Department of Health
8 Services was against it, the Governor's Office was against
9 it, it was a very surprise thing to have happened because
10 I thought we were doing something great for the elderly,
11 for the poor, and why is everybody against me? I was
12 stopped in the Hallway by the Lobbyists for the nursing
13 homes, who thought I was just a college intern, and told
14 me that I didn't know anything, and I had to stand up for
15 myself at that point, but I did reach out to Department of
16 Health Services, and I reached out to Department of Social
17 Services, we convened a meeting where we discussed the
18 regulations, the Federal Regulations required for
19 Medicare, and that is when it hit me and realized, wow,
20 there's a lot of regulations out there to make this work.
21 I reached out to the mental health groups and said, you
22 know, I didn't realize this would impact you also, and why
23 are you not comfortable with this bill? And we convened
24 together and I realized that my very simple idea of asking
25 for a Medicare Waiver, I actually just hit the tip of the

1 iceberg, so what I did was I brought all these groups
2 together, and I said, "I'm going to back off and, please
3 educate me why you oppose this idea." But I also
4 approached the groups and I would say, "Well, you know,
5 you came to me with this great idea that I support. Why
6 is it still good in light of these issues that we have
7 raised," mainly the regulatory issues and the Federal
8 Government's requirement for a lot of paperwork required
9 for Medicare reimbursement. How would you address them
10 because they raise a very good valid point, skilled
11 nursing homes and the Department of Health Services are
12 geared up for this, they have been doing this, on filling
13 out the paperwork, meaning the regulatory requirements.
14 You are an RCFE, you're not used to meeting these
15 requirements. Department of Social Services is not
16 equipped to handle these regulations. Why is your bill
17 now a good idea? Sort of playing a devil's advocate, but
18 I wanted to understand why there are all these conflicts
19 and why we can find somewhere a common ground. And what
20 we did at the end was turn this bill into a study bill, a
21 study bill of how could we still meet the goal of finding
22 a continuum of level of care for the needy and the poor
23 elderly, so they are not stuck in skilled nursing homes,
24 because they don't need to be there, and put them in
25 residential care facilities where elderly still meet the

1 regulations that are mandated by the Federal Government.
2 Unfortunately, and I worked with a lot of Democrats on
3 that bill, and I had Democrats who asked me, "So, you work
4 for a Republican, why are you in the Social Services
5 realm?" "This is not your area of expertise." And my
6 response has always been, "But people need it, so it
7 should not be a partisan issue, it should be who needs
8 these services, and there are people here who need it."
9 And we worked together and we were able to get the bill
10 passed through the Legislature, unfortunately it was
11 vetoed because the Governor's Office never supported it.
12 But I think it was a great learning experience for me,
13 thinking that it was a great idea, and got bombarded with
14 a lot more opposition than I ever anticipated.

15 MS. RAMIREZ-RIDGEWAY: Does that conclude your
16 answer to that question?

17 MS. HUANG: Yes.

18 MS. RAMIREZ-RIDGEWAY: Okay, we've got like three
19 and a half minutes left to get through the rest. How will
20 the Commission's work impact the State? Which of these
21 impacts will improve the State the most? Is there any
22 potential for the Commission's work to harm the State?
23 And if so, in what ways?

24 MS. HUANG: Well, I think one of the things that
25 the Commission's work will impact the State is to make the

1 State much more representative of the communities and the
2 diversity that we have. You know, one of the biggest
3 criticisms that we have right now are a lot of safe
4 districts where, whether it is true or not, there is a
5 belief out there that politicians have always created
6 lines that were safe for them. And I know these lines
7 were competitive and some communities, they felt isolated
8 and disenfranchised because these safe districts, they
9 represent the majority, and the minorities living in
10 there, they felt, "Well, you never represented my
11 interests, how could you?" You know, "And I can never
12 voice my opposition, it doesn't matter if I do voice my
13 opposition because this is such a safe district for you."
14 And hopefully the work of this Commission will eliminate
15 that and say, you know, everybody's interest is important
16 and create competitive districts where candidates really
17 have to deal with every single group, so that we don't
18 have safe districts. Of course, there is, you know, the
19 potential to harm the State is that, when we get to that
20 point, we create gridlock at the same time because you
21 will create districts theoretically so competitive that
22 you don't get majority vote either way, and you might have
23 a lot of run-offs, and that could be a strain on local
24 governments' finances if they have to keep doing, you
25 know, coming in with runoff elections. So there is that

1 potential that I feel might occur.

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

12 MS. HUANG: Well, I think it goes back to, oh, a
13 lot of it is from my work with the RCFE group, as I laid
14 out pretty much in detail for you that I had to work a lot
15 with a lot of groups, and to try to find a bill that would
16 solve a problem. The end result didn't happen the way I
17 wanted it, but I think it was a great achievement to be
18 able to work with the nursing home industry, along with
19 the RCFE industry, and the in-home support services
20 industry, along with two big government agencies, the
21 Department of Health Services, and Department of Social
22 Services, to come up with a bill that would somehow
23 address a crisis at that time where you just didn't have a
24 lower level of care for the poor and elderly who cannot
25 pay for a lower level of care. I think that would be

1 where I would leave it.

2 MS. RAMIREZ-RIDGEWAY: Okay, we are just about at
3 the 20-minute mark. Would the Panel wish for me to
4 continue to ask the last question, or would you prefer to
5 move on to your individual line of questioning?

6 CHAIR AHMADI: I agree if you continue to ask the
7 last question.

8 MS. RAMIREZ-RIDGEWAY: Okay. Let's show a limit
9 to the time and say we are going to limit it to -

10 CHAIR AHMADI: Five minutes?

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

18 MS. HUANG: I would point to my work with foster
19 children. I spent a considerable amount of time in the
20 last 13 years as an attorney working with foster children.
21 And from that work, I worked with people who were rich,
22 and I worked with the gang bangers. I walked in places
23 where most people don't want to go at 8:00 at night in the
24 middle of Watts, South Central LA, and Compton. I vividly
25 remember being outside a home of a caregiver that I

1 probably would not have wanted the child to be in that
2 home because there was sewage nearby. While I was
3 standing on the porch, I received about 15 Mosquito bites,
4 and that was the week of my wedding. But I stood there
5 because she had something important to say, and it was
6 very important for that child to be in that home with that
7 relative caregiver. It was a hard decision for me to
8 make, to go back in the Courtroom and say, "Yeah, despite
9 the environment, let's all work together to make this
10 placement work because that is probably the safest place
11 for that child." And I think my experiences of working
12 with these foster kids, with their background, would
13 really allow me to work with people from different places
14 that come before the Commission, because I have spent so
15 much time in different parts of the State, working with
16 families in crisis, and nobody - their economic, their
17 race, their education backgrounds, they don't matter, they
18 just do not matter because, when a family is in crisis,
19 it's just not - it's colorblind. And my ability to work
20 with them, you know, get down to their level, to talk to
21 them, understand them, what is their need, their need to
22 be addressed, and coming back to find solutions so that
23 services could be delivered to these families, to the
24 children so we could prevent further abuse, further
25 neglect, address the addiction problems, the mental health

1 problems, so that we could put a family in crisis back
2 together. And I would go back to the deadline also, we
3 had 18 months of time to put these families together, and
4 it takes a lot of teamwork, and a lot of good knowledge of
5 these families, to know who they are, and identify their
6 problems so we can address those problems and put the
7 family together, and also come up with supportive
8 services, and often times we forget that just because you
9 put the family back together, that they're okay, it is the
10 supportive services after the reunification that keeps a
11 family together. And so that is where I spent a lot of my
12 time, where families that might be in crisis, they call
13 and I'm there, and I often time have done it after work,
14 and driving over just to see because a child called me at
15 home or at my office, and I said, "I'll be there right
16 after the court ends at 5:00, I will be there," drive
17 over, meet with them, and find out what is the problem,
18 and then go back to my office and, if I need to do further
19 legal research or write a motion, that's what I did to
20 keep this family together.

21 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi, would you like
22 to begin your 20 minutes, please?

23 CHAIR AHMADI: Yes, thank you very much. And I
24 would like to make a comment about the five minutes extra
25 time that we have given you. As you know, we have to

1 adhere to our strict schedule, and the five minutes has to
2 come from my time, so now I have 15 minutes to ask you the
3 follow-up questions, but I also want to remind the public
4 and all the Applicants to please adhere to the schedule
5 and be as concise as possible because time is precious for
6 all of us.

7 With that, I am taking you back to your answer to
8 Question 1, where you stated that, several times I heard
9 you saying that one of the things that you should be doing
10 as a Commissioner is to filter out certain elements of
11 data that you have to create, that you have to use for the
12 Commissioner's work. I have two questions on that, 1)
13 could you please give me examples of the types of data
14 that you would be collecting, that you need for the
15 Commission's objective? And 2) could you please provide
16 some examples of what you might think are the type of data
17 that you have to filter out?

18 MS. HUANG: Well, definitely some of the things
19 that you look at is the political affiliations in a
20 district, you need to look at those. You need to look at
21 the race, the ethnicities, the gender, and I think
22 sometimes you need to look also at the economic make-up of
23 the community because oftentimes people believe that, if
24 you belong to a certain gender, or a specific political
25 group, that means you lean a certain way. And it's

1 important to filter that out, look at the hard data, what
2 is the data you have of each of these components, then go
3 into the community and take away your belief that, just
4 because you are a minority business owner, it might mean
5 that you tend to be leaning Democrat. That might not
6 necessarily be true, so you need to go in and hopefully,
7 through the public comment periods, and good research, is
8 to figure out, well, what's behind that? You can't just
9 look at these hard data of gender and race, you need to
10 look at economics and education, because all of those
11 things come into play of how the community is made up.
12 And those are good examples of data I would be looking at.

13 CHAIR AHMADI: So, if I understood you correctly,
14 you are saying that data in terms of the number of male
15 vs. female, the number of African-Americans vs. Hispanics,
16 for example, but you are also going to be looking at the
17 interests that the community has. I didn't hear you
18 discussing or giving examples of the type of data that
19 you're going to filter out. So what could be an example
20 of - what are you going to be looking for in terms of bad
21 data so you can filter it out?

22 MS. HUANG: Well, I think bad data has always
23 been, from my perspective, is when an interest group comes
24 in and tells me, "I represent everybody that falls into
25 my...," for example, just to - the Latino community, for

1 example, let's say, they come in and say, "I represent all
2 Latinos in this area of town," and we are just supposed to
3 take that data that they give you and the opinions and say
4 that must be true for that area. And I have found just
5 doing, when I was in college doing my research on
6 Vietnamese Americans, for example, that turned out not to
7 be true, I cannot categorize them, I can't say "Southern
8 California Vietnamese Americans in Garden Grove vote the
9 same way as Vietnamese Americans in San Jose." That is
10 not what the data was telling us. If I had taken just
11 what an interest group who comes in and says, well,
12 "because we are here to represent the Vietnamese
13 Americans, here is my data," I would be completely be - my
14 research paper would have been skewed, and that is what I
15 mean by bad data is those extraneous things that I would
16 be paying attention to. I would definitely respect them
17 for their opinion, but I would follow-up with questions
18 because everyone has - you know, we have these ethnic
19 groups, gender, economic, education, that often times what
20 we consider as colorblind to define those, but we've got
21 to get down and understand the community because, if you
22 don't, you might create a problem that you never have
23 seen, and I think it is important to filter those out,
24 that is what I mean by filtering that out, is not to take
25 just one group's opinion in saying, "I represent all of

1 them," you've got to go behind the scenes and really
2 understand about that group they claim to represent.

3 CHAIR AHMADI: Thank you. Thank you very much.
4 The next question I have is, going back to your
5 application, in response to one of the essay questions,
6 you talk about your negotiation skills, and if you can
7 please tell us about what value that that skill brings for
8 the Commission's work to be successful.

9 MS. HUANG: It goes back to when to be a leader
10 and when to be a follower. When you negotiate, your
11 clients have interests, the opposing side has interests,
12 for example, I would go to give the Commission - I was
13 negotiating a case where my clients wanted to close down a
14 day care center for alleged fraud over capacity, and the
15 other side said, "Wait a second, we serve a very important
16 group of people, we serve Cal-Works mothers, they need us.
17 If you close us, you're talking about putting -- these
18 mothers would not be able to work. They would have to go
19 back on welfare because nobody would be here to take care
20 of their children and we're trying to help them out." But
21 my clients are saying, "No, we have serious problems.
22 Children are getting hurt." And to negotiate a deal where
23 you can appease your client's interests, which from my
24 perspective at that time, working for the Department of
25 Social Services, that would be the interests of the State

1 of California. The people of California have an interest
2 in protecting these children. To protect these children,
3 but yet understanding we're serving -- the day care
4 provider is serving a very important population. And I
5 worked with the opposing counsel on coming up with a
6 settlement so that the day care could operate, you know,
7 under very strict guidelines. And still we're protecting
8 the kids. But that is where I think negotiation is
9 important, you have to bring all your clients together -
10 and understanding the other side. You know, you have your
11 points that your clients want you to protect, but you also
12 have to be able to tell your clients, "Wait a second, we
13 might have to see this from another angle."

14 CHAIR AHMADI: Okay, thank you so much. In
15 response to one of the questions, you also mentioned that
16 your knowledge of the Voting Rights Act is limited, and I
17 appreciate your willingness to pay attention to that and
18 learn more about the requirements that have a direct
19 impact on the Commission's work. Is your knowledge about
20 State laws affecting the Commission's work limited, as
21 well?

22 MS. HUANG: What - estate?

23 CHAIR AHMADI: About the State laws.

24 MS. HUANG: In terms of elections? Or -

25 CHAIR AHMADI: Well, let me rephrase that. There

1 are certain State laws that have a direct impact on the
2 way that the district lines are drawn. The question that
3 I was planning to ask was related to those laws, so
4 basically I just wanted to have you explain to us the
5 level of knowledge that you have about what factors, or
6 what criteria based on the State law affects the
7 redistricting work and if there is a conflict to those
8 laws, how would you approach to resolve it?

9 MS. HUANG: I have limited knowledge and I know
10 where my weaknesses are, and I put it out there. So, I
11 have very limited knowledge. I do believe that, as a
12 trained attorney, I have the ability to read and analyze
13 those laws, and do the legal research I could - I do not
14 necessarily depend on others to do the research for me, I
15 would go and research it, but I do have very limited
16 knowledge. A lot of what I know is probably what I
17 learned from my Political Science teacher in California
18 Politics, some of the papers I wrote, but I do not pretend
19 to know something else.

20 CHAIR AHMADI: No, thanks for the response. With
21 that question, I also wanted to gain an understanding of
22 your approach and your abilities to resolve conflicts.
23 But I can ask you a different question, which is, as you
24 may imagine, the District will have to contract out some
25 of the services that they're responsible to perform, and

1 if you have a consultant who is performing a service to
2 the Commission, and that consultant is failing to meet the
3 deadline, or provide the service, or perform, how would
4 you approach that? How do you resolve that?

5 MS. HUANG: When - first of all, I - because my
6 work is very deadline driven, with the Appellate Courts
7 and the District Courts, I am obsessed with deadlines. I
8 would expect any consultant, staff workers, working with
9 this Commission, right at the beginning to give them a
10 timetable and you have to work through that timetable - to
11 that timetable. Sort of, I take a no nonsense approach to
12 that because that is how I approach it, if it takes me
13 seven days, no sleep, to get to my deadline, I do that,
14 and that would be my expectations. People may not like
15 it, however, when you're working in a deadline driven
16 situation, that's what you must do. And I would - how
17 I've always approached these deadlines when I'm working
18 with either social workers or police officers, is about a
19 week or two before, I call them. "How are we doing? Why
20 aren't we where we are supposed to be? And how can I help
21 you get there?" And I think, oftentimes, we just expect
22 them to meet it, you know, at our pleasure, but I think
23 it's important that if you're the team leader, "How can I
24 help you meet this deadline? What have I failed to do,
25 what have I failed to provide you as a consultant to this

1 Commission in not meeting that deadline?" Because we are
2 dealing with vast amounts of data, I understand that, but
3 what it is that the consultant is not getting from me to
4 meet those deadlines.

5 CHAIR AHMADI: Thank you. What if your
6 intervention doesn't effectively improve meeting the
7 deadline? So, assuming that there is a deadline that is
8 missed, what are you going to do?

9 MS. HUANG: I think it would be important for the
10 Commissioners to get together and say, "Are we going to
11 stay with this consulting company because, did we make a
12 mistake in hiring someone who thought they could do it and
13 didn't?" Those are hard decisions to make and, of course,
14 a lot of manpower time, money has been invested in maybe
15 having that particular person work on it, but the greater
16 mission of the Commission is more important and if that is
17 what the law mandates, then we need to find someone who
18 will, who will come in, do the work, and meet those
19 deadlines.

20 CHAIR AHMADI: Thank you. I don't have any other
21 questions.

22 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

23 VICE CHAIR CAMACHO: Okay. Hi.

24 MS. HUANG: Hi.

25 VICE CHAIR CAMACHO: Can you elaborate on the

1 involvement that you had in each of the communities as
2 stated in your applications? In your application, you
3 were saying that you are involved in the communities that
4 you live. Could you kind of tell me a little bit about
5 that involvement that you had?

6 MS. HUANG: Well, I can start with my home town.
7 When I lived in San Jose, I moved in a community that was
8 predominantly White, they didn't have an ESL Program, so I
9 learned English purely by immersion. But it is also there
10 that we received a lot of discrimination. Somebody
11 targeted our house when we put in fresh lawn and stepped
12 all over it and killed a lot of the grass. My brothers
13 were pushed off their bike, and one of my brothers
14 suffered a broken arm because of racism. So, and I was
15 nine-years-old, and I remember that. And so, when I
16 became through my church, which is a Taiwanese-American
17 church, I stepped up, I got involved, getting to know my -
18 why are we unique as Taiwanese Americans? Are we just
19 Taiwanese Christians and that is it? Or are we more? And
20 what can we do? And at that time, there was a group
21 called Taiwanese-American Youth Leadership Group, and I
22 joined, hoping to gain some leadership ability, but to
23 also learn more about the Taiwanese-American community as
24 it was growing, because a number of Taiwanese were moving
25 into the community. And from fourth grade until eighth

1 grade, there were no ESLs and I served - whenever there is
2 a new immigrant from Taiwan, they would sit next to me and
3 I would translate for them, and I would tutor them,
4 English, anything, to translate whatever is being taught
5 in the classroom, so they can catch up. So, from there, I
6 really understand, you know, not just as an immigrant
7 myself understanding the struggle, but I understand the
8 struggles of everybody who came with me. And while I was
9 living in that community, we went from a predominantly
10 White community to a more diverse community, and so we
11 started seeing different changes in the Demographics and I
12 was really young, and my involvement has always been
13 through the church in doing community services. I joined
14 the Key Club when I was in high school, so that allowed me
15 to do a lot of service projects, homeless, I remember
16 doing projects serving the homeless meals, collecting
17 clothes, recycling old clothes to take to the needy, so
18 that was in San Jose, here, the heart of Silicon Valley,
19 you know, the Key Club is out there and a whole bunch of
20 high schoolers doing car washes to raise money, to moving
21 to Berkeley where, really, you know, as a member of the
22 Key Club, you saw homeless in sort of this controlled
23 state because that is where our teacher took us to, to do
24 our community service project, to showing up at Berkeley
25 and realized there are homeless people everywhere, and pan

1 handlers everywhere, and I started asking, you know,
2 there's a particular family that I would see on my way to
3 church every Sunday, it was a mother with two kids, they
4 never asked for money, they would just sit there, and I
5 always wondered, you know, why are they there? She
6 doesn't say anything, she makes sure her kids don't bother
7 us, and we drop money in there, and I thought, well, there
8 must be more to this, you know, what's driving people
9 here? And then you would walk down the street in Berkeley
10 and you see drug addicts, too. And from there, I joined
11 another service fraternity that allowed me to do a lot of
12 service projects. We painted homes, we passed out food,
13 we did fundraisers, whatever service project that was set
14 up. That allowed me to work in those communities. And
15 really, from there, I developed my interest for child
16 abuse and domestic violence, which actually led me to go
17 abroad to Taiwan for a year and work with children who
18 were sold into prostitution because I was very much
19 interested - at that time, and this is in 1993 -
20 interested in the sex trade, and just wanting to
21 understand what would drive people to the state where they
22 are. And having never been exposed to domestic violence,
23 I didn't know - I didn't understand. At that time, I'm
24 like, "Why these women never left their husbands, these
25 spouses?" I just didn't understand, you know, going to

1 these service projects, we were doing things for them, but
2 I didn't understand why they were there. So, I think from
3 - I don't want to be one of those people who just come in
4 and do work, I want to know, because you can't solve a
5 problem without knowing how they got there, and that led
6 to a lot of my community work, even here, when I came here
7 to Sacramento, I worked - now the name escapes me, but
8 with a community service group here, I remember it being
9 featured in Sacramento, me working with at-risk Vietnamese
10 youth. I started with when they - back in 1996, I believe
11 - to working with those youth. My little girl was a
12 Vietnamese little girl, and to help them adjust to live in
13 America after escaping Vietnam and the hopelessness that
14 she was feeling because her father passed away. And
15 trying to prevent her from joining the Asian gangs that
16 were happening around her. And that brought me to another
17 issue that I never thought of, was the lack of services
18 for Asian-American families. I went from knowing
19 something about Taiwanese-Americans to being exposed to a
20 lot of issues at Berkeley, to coming to Sacramento and
21 thinking, well, wow, I don't know that community and they
22 need a lot of help. So, I was able to work with the group
23 of mentoring this girl and saying, "You know what? Don't
24 get pregnant. Don't join these gangs. I'm here for you.
25 And what can we do?" We did a lot of fun things, took her

1 to events, treated her - took her to a public library,
2 took her roller skating or ice skating, something like
3 that, and things that she doesn't get exposed to. Say,
4 "You know what? I'm an immigrant, too. You can get there,
5 but you need to stay on track." And from there, after
6 graduating from law school and finishing my Senate
7 Fellowship, I just plunged right into child abuse, the
8 neglect work, as a dependency attorney. And my community
9 work has really been with those kids. My clients, they
10 were over the age of 5, I visited them at least once in
11 their foster homes. I am not there to talk about why
12 they're there, I'm only wanting to know how they're doing.
13 I go to as many individual education planning meetings as
14 possible to advocate for them. I go to mental health
15 meetings where we talk about how the kid is doing in terms
16 of therapy. So, my community work has really been focused
17 on the children who are in foster care, and they are in
18 crisis, and getting them emancipation services. I mean,
19 they just need so much help. And one of the latest things
20 that I'm working on, although I've been working with
21 Berkeley and going to different high schools to talk about
22 getting into college, I was approached by a young lady
23 that, at the Santa Ana Unified School District, where she
24 came to me and she had these great grades, and she would
25 have been the first to go to her college, and telling me

1 how she wanted to go to Berkeley, and she is planning to
2 be a OB/GYN so she can work back in Santa Ana. I thought,
3 great! And so, I decided to talk to her about the pre-med
4 major, and she said, no, no, I don't have time for those
5 majors. I need to study OB/GYN, and I realized nobody,
6 just because we spend all our time telling them you need
7 to go get an education, nobody told her how to get there.
8 She didn't know that you needed to go to college first,
9 then go to medical school, then you need a residency.
10 When I told her all those things, her face was so
11 shattered. And I felt so helpless that a child who is a
12 senior, worked this hard, I just shattered her dreams, and
13 since that time, I've made a commitment to go back to that
14 high school every year, so I can find a child who is just
15 like that, who fell through the cracks because the
16 counselor told her, "Well, good grades, go on, move out."
17 Because I needed to address those kids who are not doing
18 well in school, because those kids need help, too. To
19 achieve those dreams and come back to their community to
20 help.

21 VICE CHAIR CAMACHO: Okay. The next question is,
22 in your application, you state that the District lines
23 were drawn to avoid gerrymandering. Could you kind of
24 elaborate on what that meant to you?

25 MS. HUANG: Well, I think a lot of times we tried

1 gerrymandering - you see these district lines that just
2 kind of look like a salamander, or they look like the
3 shape of a hand or something like that, because it always
4 looked like it was drawn out to reach interest groups, you
5 know, and I have problems with that because I don't think
6 you are really representing anybody other than that group
7 that kind of fit into that shape. It is so deliberate
8 because it is cutting through cities, you know, or it
9 never makes sense to me. And it always gives the
10 perception that it's created for a political purpose. I
11 really believe that, you know, you could follow the
12 natural boundaries, you could follow city limits, so that,
13 yeah, it's troubling, it's hard work because you probably
14 won't get a majority of all 50-50 male and female, you
15 can't get a good percentage of everything, but I'd rather
16 see like a big melting pot and not a nice district line,
17 but a line where it just looks natural, rather than these
18 little fingers reaching out for something, it just gives
19 so much perception of political interests and special
20 interests, and it doesn't make sense.

21 VICE CHAIR CAMACHO: If, when you are drawing your
22 lines, and per chance that comes up when you're looking at
23 it, because you have the Voting Rights Act, and all these
24 other requirements, how will you feel if it is not a
25 circle or a square or a set type of shape?

1 MS. HUANG: From my perspective, if you have the
2 data and the analysis to back up the district lines that
3 you draw, I think that's more acceptable, but you really
4 want to avoid those, you know, I cut out one strait to go
5 connect with another strait, and then there's a big hole
6 in the middle, then you kind of wonder why it's - that
7 would never make sense by data if you're looking at the
8 community as a whole. And so, I think even though I'm not
9 looking for a circle, a square, an oval, what I really
10 want is to make sure that, when we are grouping
11 communities together, it actually makes sense rather than
12 splitting a community, and I think a lot of times that is
13 where the criticism is, is that it looks like you're
14 splitting the community because, you know, these funny
15 lines and it just looks like you're cutting something in
16 half. And I think, as long as I have the data, and the
17 analysis behind it to support the line, then I'm
18 comfortable with it.

19 VICE CHAIR CAMACHO: Okay. In your application,
20 you were saying that people in rural counties such as
21 Sacramento, Yolo, Colusa, and Glen, have different
22 concerns than in other areas. Could you elaborate on what
23 those differences are and how you came to that conclusion?

24 MS. HUANG: It's from working on CalFED because I
25 went up there and I realized that, you know, water rights

1 is so important to them, and they're farmers, and they're
2 fishermen, and they love the wildlife. And so they're
3 talking about, you know, square footage for a rice paddy
4 and how much water, and here I am having spent some time
5 in Southern California, and going, "Well, I just want to
6 make sure there's enough water coming out of a shower."
7 This is a difference in opinions; people in other parts of
8 the state, they don't really care about hunting, they
9 don't care about fishing, they just want to make sure
10 there's water flowing out of their pipes, they don't think
11 about water conservation. But then, you have people here
12 in the rural county where their livelihood depends on that
13 water, and how much is there. So that's where I saw the
14 difference here, where people living in the urban area
15 just want water coming out of the faucet, they don't think
16 about delivery, how did it go from the storage point to
17 their house? They just want it in their house. And so,
18 going out there and working with them, and saying, well,
19 we don't really like the way water storage is planned, how
20 it will affect my property rights, you know, they don't
21 like easements going through their properties, and I live
22 in a subdivision where easement was part of it, and I kind
23 of said, "Oh, okay, sure, go ahead, and put a utility
24 easement," never thinking much about it. But for those
25 people, that's important. And that's where I see these

1 differences of our state. You know, what's important to
2 somebody up north about, you know, specifically water in
3 the environment is not important to somebody down south.
4 So, that's where my perspective is from.

5 VICE CHAIR CAMACHO: When you were gathering this
6 information, where did you gather it? What information
7 did you gather? Was this like, you were saying, hard
8 data? Or did you get other types of data to make these
9 decisions?

10 MS. HUANG: Well, for the CalFED Committee, I
11 joined Senator Johannessen's office right after the CalFED
12 Select Committee was created, and a box of, I don't know,
13 thousands of pages of Bay Delta came through and I had to
14 read their proposal on water storage and environmental
15 restorations. Then, I was taken on a one-day whirlwind
16 tour of the Delta, where I drove all over the Delta, and
17 there were people from the Natural Resources Agency that
18 came along, and explained to me about how the water
19 flowed. Then, I went to see the state pump, the water
20 pumps, and looked at how it worked, and why we needed
21 those screens there, understanding the significance of a
22 Delta Smelt. Then, I was driven up to the Folsom
23 Fisheries to look at the fish, at the salmon that were
24 coming through, and the hatcheries, and how they stored
25 the fish. A lot of the CalFED actually had public

1 hearings, so I went to a couple of the hearings up in
2 Colusa and Glen Counties, and listened to those farmers,
3 people coming in and saying, "What are you doing to my
4 property? Why are you asking me to lay fallow so you can
5 have this storage? What about my livelihood?" So, it was
6 gathering these data and, of course, serving on the
7 committee, a lot of people came and spoke before the
8 committee, and I had to take down their information,
9 listen to them, and help the committee write their report,
10 reading a lot of submitted documents by different interest
11 groups, why they believed the Delta should be a certain
12 way. So, that's how I gather a lot of information, you
13 know, not from the Internet, it wasn't a Google search, it
14 was a lot of talking to interest groups and going out
15 there to the Delta to look at the situation we are facing,
16 look at the state water aqueduct, looking at how it's
17 functioning, and the water pumps.

18 VICE CHAIR CAMACHO: Okay. How much more time do
19 I have?

20 MS. RAMIREZ-RIDGEWAY: You've got about a minute
21 and ten seconds or so.

22 VICE CHAIR CAMACHO: Okay, I'm going to -

23 MS. RAMIREZ-RIDGEWAY: Ms. Spano, would you like
24 to being?

25 MS. SPANO: Sure, sure. You draw a lot from your

1 work as a consultant to this California State Senate
2 Commission, and particularly water rights, I was
3 wondering, curious how you got that job.

4 MS. HUANG: Well, I started out - I applied to be
5 a Senate Fellow, and so I was selected by the California
6 State - Sac State at the time that selected a group of us
7 to be a Senate Fellow, and then, once we got here, we
8 picked the offices - we went through a list of members'
9 names that we were interested in applying to, and I
10 applied for a position with a few members and Johannessen
11 picked me, and I started out, actually, I went in there
12 with the agenda, I wanted to work on Social Services
13 issues because that was my background, I wanted to work
14 with Domestic Violence victims, the elderly, and child
15 abuse, and some criminal justice. So I got this bill,
16 RCFE, and I was elated, and I'm like, "Oh, this is what I
17 wanted to do." I worked on Smog Check, too, a little bit,
18 and learned a lot about car exhaustion there, and the
19 Federal Government on Air Quality. And all of a sudden
20 this CalFED Committee was created, there was no money for
21 a consultant, and being free labor to the Senators, I
22 think I just got moved over and said, "Here's the box that
23 was sent to us. Go read it and tell us what's in there."
24 That's literally kind of what happened, was, "Here, read
25 it." Go through it, digest it, and tell the Senator,

1 well, explain it because nobody has the time to sit there
2 and read thousands of pages.

3 MS. SPANO: Lucky you.

4 MS. HUANG: That is how I landed.

5 MS. SPANO: Okay. What is the extent of your
6 relationship with the California State Commission
7 Employees or members of the Legislature?

8 MS. HUANG: None now. You know, I was a staff
9 counsel at Department of Social Services, but I really
10 worked with other attorneys, you know, the clients,
11 meaning the licensed program analysts who do
12 investigations on these homes, whether these licensed
13 facilities on abuse and neglect. And now, I'm really
14 isolated as an Appellate Attorney in the Criminal - I work
15 for the Attorney General's Office now in the Criminal Law
16 Section, Criminal Law Appeals, Writs and Trials. Very
17 isolated, no contact really with the public because, you
18 know, we're just looking at criminal appeals. I read
19 transcripts all day and then I do legal research and write
20 briefs.

21 MS. SPANO: Okay. Quite different than before.

22 MS. HUANG: Right.

23 MS. SPANO: Okay. And so you don't really
24 maintain a business relationship anymore with them?

25 MS. HUANG: No, you know, other than a couple of

1 friends here and there, really, no relation jobs.

2 MS. SPANO: No former members, you don't socialize
3 with them that much?

4 MS. HUANG: No, and I don't even know where they
5 are. I know where Senator Solis is now the Secretary of
6 Labor, I know my former boss, Bill Lockyer, is now the
7 Treasurer, and I don't know where Johannessen is, and
8 that's about it.

9 MS. SPANO: And I notice in that capacity as a
10 consultant, you mentioned you have experience dealing with
11 the Press communications and interest groups. Can you
12 describe that a little bit for me?

13 MS. HUANG: Well, you know, in various capacities,
14 I had to write op-eds, write speeches, you know,
15 definitely a lot of interest groups come through members
16 office, and so, you know, sometimes, especially on a day
17 where everybody is busy doing something, and when I worked
18 on CalFED, a lot of my time was spent reading data, so I
19 sort of got sent to "meet this group and tell us what they
20 want, and come back and tell us the feasibility of those
21 ideas." So that is where my interactions were, with
22 different interest groups, and those that are affecting
23 the bills that I might be working on.

24 MS. SPANO: Okay, so you are pretty comfortable
25 working with the public in that setting?

1 MS. HUANG: Yes, I am very comfortable and, of
2 course, when you're dealing with foster kids and earning
3 their trust is never easy, so it requires a lot of sitting
4 there and listening to them, and understanding their
5 perspective, and so my work in the last, oh, you know,
6 seven or eight years have been more one-on-one with a lot
7 of the foster kids, to really know what their needs are.

8 MS. SPANO: Okay. As a Commissioner, you're going
9 to go throughout the state and travel, and listen to
10 communities of interest and their issues. How does your
11 background prepare you for integrating the public
12 testimony into your decision-making when you are re-
13 drawing the lines?

14 MS. HUANG: I think, well, I'm fairly comfortable
15 with the public, in general. I think appearing in front
16 of Judges in the Court of Appeals, I am very comfortable,
17 in general, in filtering out - you know, taking questions
18 on the spot, and analyzing their information, and taking
19 and giving it back, regurgitate it back. And I think my
20 committee work, in terms of working on CalFED, or even as
21 an appellate attorney, in taking these transcript ideas
22 and to be able to write a concise report, or a brief for
23 whoever I am preparing the brief or report to, I think,
24 gives me a lot of the skills that is needed as a
25 Commissioner, is taking all that opinion, statements, and

1 trying to make decisions, and doing the research. I
2 really believe in doing research. I don't want to be
3 dependent on staff, I know staff will do a lot of
4 important work, but I am the type of person, I need to do
5 more, take that information and somehow put it together to
6 make it work.

7 MS. SPANO: Okay, thank you. Based on your
8 experiences, describe the steps that you would take to
9 lead a group with strong divergent views towards
10 consensus.

11 MS. HUANG: I think it goes back to being
12 respectful. To be a good leader, you can't just come in
13 and say, "Here's my opinion, here's my agenda, please
14 follow me." I think it goes back to respecting other
15 people and listening to their opinions, taking the lead
16 when you need to, and have the ability to step back and
17 follow. When you have a room, and I am sure whoever makes
18 up the Commission, you are going to have people with very
19 strong points of view, and they all have very important
20 things to say. And I think it starts back to bring them
21 together is really to make everybody focus on the mission
22 statement. You can't make a Commission work if they don't
23 understand the mission statement. And to really have the
24 members of the Commission, the Commissioners to understand
25 and come to a complete agreement, I think, of that mission

1 statement, we must have the same opinion. If everyone is
2 kind of like, "Well, you know, point A should be
3 interpreted this way and point B this way," we'll never be
4 able to work together. So, whenever there are contentious
5 issues, it's always been my approach to say, "What - why
6 are we here? What's the purpose of why we are here? And
7 let's focus on that." And the ability to think outside
8 the box, and most importantly, I think it's the ability to
9 retreat from your own personal position and to commit to
10 respect other people's opinion and to say, "You know what?
11 I'm willing to give that a shot." I think that's how you
12 bring the level of hostility down, is to say, "You know
13 what? You have a great point. I'm willing to step out of
14 my box." I'm willing to think outside my box, to bring
15 that hostility down, and to be able to work, because I'm
16 sure - I remember the Commissioners are smart, they're
17 bright, intelligent, and they know the issues. But we all
18 have different ways of interpreting them, so the mission
19 statement is important.

20 MS. SPANO: Okay, thank you. As an attorney, I
21 imagine you have a very busy schedule, and it was
22 mentioned in your LORs that you also are very dedicated as
23 the Board for the children's - Life Step Children and
24 Family Services. Have you thought about, or did you tell
25 me about how you plan to prepare to fulfill the

1 responsibilities as a Commissioner, if selected? And how
2 you plan to meet those obligations?

3 MS. HUANG: Well, to start, I have a 9/9/80
4 schedule, so usually what I plan to do is, on my days off,
5 every other Friday off, is to be able to spend time to
6 really dedicate a whole day to studying what is before me
7 as a member of the Commission, to really look at what I
8 need to look at to prepare. I have a wonderful husband,
9 who has been - and mother-in-law who, you know, on those
10 days when I had to prepare for trial, or whatever, they
11 always stepped up and say, "You need to do what you need
12 to do because we know you're passionate about that," and
13 they know I'm passionate about this. And they have no
14 problem helping me and I have no problem asking, either.
15 That. And the great thing about Life Step has always
16 been, we meet on a quarterly basis, and another positive
17 thing, I think, has always been in working with this
18 group, is there are only three of us on the Board, I am
19 four, including the CEO, and we do a lot of e-mail
20 exchanges. You know, we meet, but we also do a lot of e-
21 mail exchanges, and I think that's something that I intend
22 hopefully, if selected as a member of the Commission, I
23 would be communicating with other people a lot via e-
24 mails, too, to make things work. That's how I plan to
25 work my schedule.

1 MS. SPANO: Okay, it sounds like your job is
2 ideal, you can do it in the office without requiring a lot
3 of travel, you can communicate by e-mail with other people
4 on the Board, so do you find it a problem to travel at all
5 throughout the State if you have to go and listen to
6 communities of interest in other areas?

7 MS. HUANG: I do not foresee a problem based on
8 what is posted on the Website about the Commissioners,
9 that a lot of the work is at night, because my work
10 schedule, I get off work at 3:30, so it allows me a lot of
11 time, travel time, you know, to be where I need to be at
12 night, because my work day ends at 3:30.

13 MS. SPANO: If you find that, as you do, if you
14 are selected as a Commissioner, if you find that the work
15 is a little bit more demanding, it's going to require more
16 of your time and commitment, would it be a problem to
17 adjust your schedule? Or be able to meet the obligations
18 of the Commission knowing that it may not be limited to
19 weekends and nights only?

20 MS. HUANG: Well, one of the great things, I
21 think, right now, about appellate work, is you could do it
22 anywhere, and I have done it everywhere, you know, I work
23 on weekends, I work at 3:00 in the morning, literally
24 whenever there is an idea in my head, I start writing. So
25 I think that is the flexibility of the job a little bit is

1 that it is not - I don't have to be inside an office. I
2 do a lot of my writing and research. And definitely,
3 because it's very deadline driven, I've always - the first
4 thing I do every day is I look at the stack of transcripts
5 I have to read, and I estimate how long it would take for
6 me to read through it, and give myself a deadline of doing
7 research and writing to meet the court's deadline. And I
8 think that is how I would adjust my schedule with the
9 Commission's work, is to look at my caseload, nothing like
10 deadlines, and look at the Commission's deadlines, and
11 work from there.

12 MS. SPANO: Okay. Do I have some time left?

13 MS. RAMIREZ-RIDGEWAY: You have about seven
14 minutes.

15 MS. SPANO: Okay, I am kind of curious, what
16 sparked your interest in initially applying, or becoming
17 aware of Prop. 11 and applying for the Commission?

18 MS. HUANG: Purely intellectual and academic. And
19 it's because, when I was in college, you know, I took
20 California politics, so we discussed a lot about, you
21 know, redistricting, and the criteria for selecting, I
22 think we talked about the lawsuits that got generated as a
23 result of a lot of these lines, writing papers about
24 different, you know, topics, how people's voting patterns
25 are. Too, when I was in the Senate Fellowship, we all had

1 to write a thesis paper and I wrote mine on water, it was
2 natural at that point, but I remember, I think one or two
3 Fellows actually wrote on redistricting, whether it should
4 be drawn by Judges, or members of the public, and so, for
5 me, it was - when I saw this, I thought, wow, this is
6 great, I've been studying it, have heard lots of opinions,
7 I wonder how it would work. And what can I contribute? I
8 know a lot about the State, I have worked with a lot of
9 ordinary people, would know political interests, but they
10 do have a lot of opinions, and one thing that is great
11 about not working here in the Legislature is you don't
12 hear about partisanship here, you're out there working
13 with people and listening to their points of view about
14 different subject matters, health care, corrections, law
15 enforcement, pensions, reform. I have been hearing a lot
16 about that from just ordinary citizens, and I thought,
17 well, if I'm a member of the Commission, 1) I can put some
18 of this academic exercise here, and analyze what's going
19 on, and for me, it was really an academic approach to
20 redistricting and just taking everything I've known about
21 California Politics, and theories, and just what ordinary
22 people have told me over the years.

23 MS. SPANO: Okay, thank you. So you said your
24 family is very supportive, and you are applying for the
25 Commission as a possibility of you being a Commissioner.

1 And I imagine that you were supportive of, say, your
2 husband's - any interest that he may have, maybe
3 politically or socially or economically, or involved, and
4 I see that - are there any other organizations or groups
5 that you're involved in, either through your own
6 involvement or your husband's?

7 MS. HUANG: I am not involved in anything really
8 because, before I took this job with the Attorney General,
9 really, just working on my caseload and working with the
10 foster kids, I never - in order to get these foster kids
11 to testify in court, you have to know them very well, they
12 have to be comfortable with you, so I used to spend hours
13 with them, playing Barbie Dolls and Thomas Trains, reading
14 to them, so they would be comfortable in the courtroom, so
15 that took me out of any organized groups because I found
16 that my work with them is more important because these
17 kids are the future, and they have been neglected already,
18 and forgotten, they needed someone to help. So I am not
19 involved in anything other than through my - and again,
20 through U.C. Berkeley Alumnae Association to go out and
21 talk to high school students, and also Life Steps, are
22 pretty much my organized activities. My husband has
23 recently been more involved in health care issues because
24 I got sick and tired of him complaining and saying, "Why
25 are people passing regulations and laws and they're not

1 physicians? They don't understand how things work?" And
2 I turned to him and I said, "Well, you know, why are you
3 complaining? If you're telling me so and so do not
4 understand what it's like to be a physician, why not just
5 call them up and tell them what it is, and make them
6 understand because they might come from the approach, "I'm
7 solving a health care issue?" And they're coming from
8 that approach, they don't see you the service provider,
9 having trouble meeting those obligations. So I know he
10 has gotten involved through his professional organization
11 to really help a lot of these health care debates that are
12 going on just because he was really sick and tired of
13 people telling physicians how to be a physician and
14 they're just lobbyists or politicians and they don't know
15 what it's like to be a doctor.

16 MS. SPANO: Would that organization be the Lion's
17 Club of Orange County?

18 MS. RAMIREZ-RIDGEWAY: Lincoln Club.

19 MS. SPANO: Lincoln Club?

20 MS. HUANG: Lincoln Club? I can't tell you what
21 he's doing in there. I know he goes to their function to
22 meet other people. I know he's met - I honestly don't
23 know what they do. I know he goes to their meetings, and
24 I know he goes to a lot of their meetings to meet people
25 and candidates. But that's about it.

1 MS. SPANO: Okay.

2 MS. HUANG: I know he's much more active through
3 his professional organization.

4 MS. SPANO: Okay, thank you.

5 MS. RAMIREZ-RIDGEWAY: Okay. We have about 15
6 minutes left. I know I have a number of questions. Who
7 would like to being follow-up?

8 VICE CHAIR CAMACHO: I have no follow-up
9 questions.

10 CHAIR AHMADI: If we have time left at the end, I
11 can have one follow-up question after you are done. So
12 you can go first.

13 MS. RAMIREZ-RIDGEWAY: Thank you. I have a few
14 questions for you, some of which will be short and
15 succinct answers, and others presumably longer. I, too,
16 noticed your husband's involvement with the Lincoln Club,
17 which I understand is a fundraising organization for the
18 Republican Party, and I know that you have worked in
19 legislative capacities. You also currently are employed
20 by a candidate for the Governorship of the State of
21 California, and so it's important for me to explore what
22 connections you may have to the Legislative and
23 Gubernatorial Office or Executive Branch in the State of
24 California. And I guess, so I'll start there.

25 MS. HUANG: Uh, in terms of any involvement with

1 my current boss, who is running for Governor, that would
2 be no connection. We will probably walk past each other
3 and he wouldn't know who I am because my job is really to
4 just file briefs and they are reviewed by my supervising
5 Deputy Attorney General.

6 MS. RAMIREZ-RIDGEWAY: Okay, I assumed that was
7 the case.

8 MS. HUANG: Yes, so I do not have any involvement
9 there. I am not involved with the Lincoln Club, either.
10 That's strictly my husband's activity, and if you ask me
11 how he got involved there, I don't know, but I figure he
12 probably got involved because I told him - I kicked him to
13 the curb, basically I said, "Just stop complaining. Get
14 involved," because complaining to me doesn't work.

15 MS. RAMIREZ-RIDGEWAY: You also indicated, I
16 thought I heard you say that you may still have some
17 friends from your employment with the Legislature? Did I
18 mishear that?

19 MS. HUANG: Oh, no, I am sure they're still in the
20 building.

21 MR. RAMIREZ-RIDGEWAY: But you don't have close
22 connections with legislative staffers?

23 MS. HUANG: No, I mean, not like, "Hey, let's," I
24 visit them or something.

25 MS. RAMIREZ-RIDGEWAY: Go to lunch?

1 MS. HUANG: Go to lunch, no. I live in Southern
2 California, so it's a little bit harder. I mean, I did
3 pop in on one of them and say, "Hi, I'm here, good to see
4 you, I'm only here for a couple hours," and to see how
5 he's doing, and then head over - that's about it. I don't
6 have any connections.

7 MS. RAMIREZ-RIDGEWAY: Okay. You mentioned that
8 you have some concerns about the state of the current
9 redistricting maps and how, in your mind, sometimes it
10 appears that there are certain irregularities that may not
11 be appropriate. I would submit that, under certain state
12 and federal laws, sometimes those apparent irregularities
13 are in fact entirely legally appropriate, but I understand
14 how you may have a vision that, you know, there's a way to
15 make a map that looks less irregular. I want to have you
16 assume that you're a Commissioner, and staff has submitted
17 a map to you that has what appear to be irregularities.
18 You are an attorney, counsel for the Commission tells you
19 this is a legally valid map; you are thinking, "I don't
20 think it's a legally valid map, and I don't like the way
21 it looks." How would you resolve that issue, given that
22 you are an attorney and you have made a legal conclusion
23 about the advice Counsel has given you?

24 MS. HUANG: I think, when counsel comes to me and
25 says, "It's a legally valid map," it would be a knee jerk

1 reaction, really, to say, "Wait a second, can you take me
2 through the steps of how you came to this legal
3 conclusion," because you have the Federal laws, you have
4 the State laws, and you have case precedents from the
5 Supreme Court, so let's go through the rule of law and
6 figure out how we can come to this legal conclusion. I
7 want to understand it. I have my own opinions, but I
8 would approach it like I would with any case that law
9 enforcement comes to me, or investor comes to me, "Hey, I
10 have a legal conclusion, this person is guilty. And here
11 is the evidence." I would take it back and say, "Let's go
12 through it. I'm not going to formulate any opinion right
13 now, take me through the steps of your thinking, of how
14 you got to this legal conclusion, and why this is a valid
15 map." You know, because I foresee - this is what I
16 foresee, is that any map that is drawn by the Commission,
17 there is a possibility any group out there might just take
18 it to the courts, like they have always done. So, the
19 Commission's work has to be able to defend that, and that
20 requires the counsel, and the members of the Commission to
21 understand what is a legally valid map. And if we have
22 the data, and we have the rule of law that guided us to
23 get to that conclusion, then, you know, I'm okay with it,
24 even if it looks funny. Generally, it looks funny and
25 that gives the perception there is something wrong with

1 it. But if you could say, "Here's the rule of law, and
2 this is how we got here," there shouldn't be a problem.

3 MS. RAMIREZ-RIDGEWAY: And if the law is subject
4 to two interpretations and legal counsel has one position,
5 you have another, your Commission out-votes you, and
6 you're a defendant called to testify, are you comfortable
7 with being a witness and not a lawyer in that
8 circumstance?

9 MS. HUANG: Absolutely. I think you have to be
10 able to stand by your opinion, your reasons for it.
11 Otherwise, you know, you're not who you are.

12 MS. RAMIREZ-RIDGEWAY: You also indicated that you
13 conduct a lot of your business via e-mail, and I am sure
14 that you are intimately familiar with the Bagley-Keene
15 Open Meeting Act, as well as have some comfort level with
16 the transparency rules that will apply to the Commission,
17 so I am wondering, given those limitations, what kinds of
18 e-mails do you anticipate having given the restrictions
19 under Bagley-Keene and the open transparent process that
20 the Commission is required to have?

21 MS. HUANG: I think, if, you know, they are very
22 good requirements, I treat all of these e-mails as public
23 records. So, if I need to conduct these businesses, and
24 it could be done through the e-mails, I have no problem
25 laying out everything because I think public records are

1 very important. Given that we live in a society that is
2 quick to sue, these public records, I strongly believe in
3 them, and I believe in putting your thoughts on the paper
4 because, if this is your opinion, it's okay for other
5 people to look at it, and question it, and if you're
6 wrong, you're wrong. And it's okay to be wrong. But it
7 needs to be expressed, and so if within the limitations of
8 the law of the meetings, if it could be done via e-mail, I
9 have no problem laying it out there for the public to see
10 because this does impact their lives, and they should look
11 at it.

12 MS. RAMIREZ-RIDGEWAY: Okay. The last question I
13 have for you is, tell me how you think California benefits
14 by having its diverse population participate in the
15 electoral process, and how you will ensure that all
16 Californians have an equal opportunity to effectively
17 participate in that process if you are named a
18 Commissioner.

19 MS. HUANG: Well, I think, you know, diversity of
20 thoughts is always good because everybody has different
21 life experiences, different situations. Different
22 geographical reasons define who we are. And so I think
23 California benefits from that because that is what causes
24 us to be innovative, help us think outside the box. When
25 we talk to other people of opposing viewpoints, it allows

1 us to think outside of our premise. If you are closed
2 minded and you think you are always right, you do not get
3 an opportunity to move ahead. Given that, I am very well
4 aware that there will never be an opportunity - not an
5 opportunity, but it is not possible to make every interest
6 group happy, and there is a possibility that, even in
7 having the best interest, you may unintentionally
8 disenfranchise a group, I think, but I think it's
9 important that everybody be heard and I think when you
10 have public hearings, you accept public statements and
11 testimony, it allows you to see those, and you need to
12 keep an open mind as a Commissioner to think outside the
13 box and to respect those points of view, and that's how I
14 would approach it, that we have such a diverse population
15 and that our Legislature, to make it work, to make our
16 Government work, we need that -- conflicting viewpoints
17 because conflicting viewpoints allow us to be innovative,
18 to solve problems and move the state forward, and create
19 the great state that it has been, and make it better.
20 When you disenfranchise a group, you know, you lose
21 valuable thoughts and valuable opinions, and most
22 importantly, valuable leadership.

23 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi?

24 CHAIR AHMADI: I actually had a question, but you
25 already asked it. It was about the Lincoln Club. So I do

1 not have other questions. Thank you.

2 MS. RAMIREZ-RIDGEWAY: Do other panelists have
3 additional questions?

4 VICE CHAIR CAMACHO: No, I don't.

5 MS. SPANO: No.

6 MS. RAMIREZ-RIDGEWAY: You have about five
7 minutes, would you like to make a closing statement?

8 MS. HUANG: Yes, just a brief comment. I hope
9 that I am selected because I think that my experience, my
10 work experience, can show this panel and the community,
11 the public at large, that I'm not a person that is
12 interested in partisanship. I have worked with both
13 parties, and the reason why I work with both parties is
14 because I believe that, because I came from the belief
15 that everything could be worked out, and personal opinions
16 and personal beliefs sometimes have to step aside for the
17 greater good. And, you know, working for Democrats
18 because they had certain, they were working on social
19 issues I was interested in. And then, I worked for a
20 Senator that was working on a social issue that was dear
21 to heart, and that shows that sometimes there are issues
22 and opinions out there, and ways to solve a problem that
23 cross all party lines, and gender, and race, and my heart
24 has always been for the people of California, and most
25 importantly, for the people who can't speak for

1 themselves, or don't know how to speak for themselves, and
2 to really not so much speak for them, but to help them
3 speak for themselves. I believe in empowerment, and I
4 think my life's work has always been like that, to work
5 with the foster kids to help them express themselves, to
6 work with disadvantaged children so that, you know, when
7 they get to college, and they worked hard to be there,
8 they don't get left behind. I provide them advice and I
9 mentor them, and now I am also working, I just started
10 working with law students and trying to hopefully get them
11 interested in public service. So many law students are
12 saddled with law loans that government work is not even on
13 their list. They always say to me, "Oh, I'd love doing
14 what you're doing, but I can't pay for the loans." And I
15 said to them, "You know, my loans are just as big as
16 yours, but I've been in this field and nonprofits and
17 government service all these years, and you don't
18 understand until you're in my shoes how fulfilling it is
19 when you go home and say, "I did something good and I made
20 a good impact for people." And that's what I hope to
21 bring to this Commission, is to set aside partisanship,
22 personal opinions and beliefs, and really look at what can
23 we do, what kind of districts can we create that really
24 represents the community and the best interest of the
25 people of California, so that the leaders - the candidates

1 that do get elected truly come into this building, go to
2 the elected offices that they hold with the passion and
3 heart for the greater good of California, and not a
4 particular interest group that had supported them. And
5 that is what I hope I could do as a Commissioner.

6 MS. RAMIREZ-RIDGEWAY: Thank you. Let's recess
7 until 2:44.

8 (Off the record at 2:30 p.m.)

9 (Back on the record at 2:43 p.m.)

10 MS. RAMIREZ-RIDGEWAY: All right, shall we go back
11 on the record? Good afternoon, Mr. Gamboa, how are you?

12 MR. GAMBOA: I am fine. A little nervous, but I
13 am fine, thanks.

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

16 MR. GAMBOA: Yes, ma'am.

17 MS. RAMIREZ-RIDGEWAY: Wonderful. Please start
18 the clock. What specific skills do you believe a
19 Commissioner should possess? Of those skills, which do
20 you possess? Which do you not possess? And how will you
21 compensate for it? And is there anything in your life
22 that would prohibit or impair your ability to perform all
23 of the duties of a Commissioner?

24 MR. GAMBOA: Well, the answer to the last part,
25 there is nothing that would inhibit my ability to perform,

1 but I think - I do not know if these are real skills, but
2 skills and attributes that are important for the
3 Commission, one is the ability to work as a team, to be a
4 team worker, to listen to your fellow Commissioners on it,
5 and also to attempt to try to direct the team toward a end
6 result, of each meeting, each day on it, in a way that
7 doesn't anger any of the team players. I think, also,
8 really important is to have some analytical skills,
9 although I don't think they are the most critical in
10 something like this, you have to be able to break down
11 complex issues and ideas into some framework where we can
12 all understand and to work from on it. Other things that
13 I think are really important would be management skills,
14 background and ability to manage staff and others, to meet
15 goals, and interim goals, and to set standards, and to
16 evaluate the work of staff and others. Those are some of
17 the most critical things that I think are needed.

18 MS. RAMIREZ-RIDGEWAY: Does that conclude your
19 response to that question?

20 MR. GAMBOA: Pardon?

21 MS. RAMIREZ-RIDGEWAY: Does that conclude your
22 response to that question?

23 MR. GAMBOA: To the part that I can remember, yes.

24 MS. RAMIREZ-RIDGEWAY: Okay. Which skills do you
25 not possess, and how will you compensate for it?

1 MR. GAMBOA: I do not think I have a detailed
2 legal background that I think would be very very helpful
3 in the area of Voting Rights and the background dealing
4 with the legal issues that deal with the reapportionment.
5 I think someone with that background would make me a
6 better Commissioner on this.

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

15 MR. GAMBOA: To the first part, I think that
16 almost my whole professional experience has been dealing
17 with people and issues and trying to resolve conflicts or
18 differences. Let me explain a little bit of that. The
19 last 16 years, well, last 16 of the last 18 years, I have
20 run a multi-ethnic, multi-issues oriented organization,
21 and fairly successfully. And, in fact, it is the longest
22 lasting multi-ethnic organization in the State. And it
23 was something a lot of people said couldn't be done.
24 Could you get African-Americans, Asians, and Latinos, and
25 the handicapped all working together on common issues and

1 keep the organization together? It was extremely
2 extremely difficult overall those 16 years. Each
3 organization comes with a different perspective and
4 different issues they feel were critical. One of the
5 things I can remember over and over again was African-
6 American - we were successful in our coalition, the
7 Greenlining Coalition, in creating multi-billion dollars
8 in investments in the minority and low-income communities
9 through the use of our advocacy research work on it. And
10 each time this was done, it created expectations from
11 people that wanted a piece of, if you will, the rewards of
12 the work that we had done. African-Americans would come
13 to me and say, "We need a bigger piece of the pie because
14 we have been discriminated the longest and have been
15 impacted the most." Latinos would come to me and say, "We
16 deserve a bigger piece of the pie because we're the
17 largest minority group in the State." Asians would come
18 to me and say, "We should get a bigger piece of the pie
19 because we're a little more educated, and we're more
20 astute, and better able to use those resources to the good
21 of the total community." It was a balancing act,
22 continuously in keeping all these interests focused on
23 working on making the pie bigger for everyone, rather than
24 having any ethnic group, any segment, getting more
25 resources than the other. By keeping them together, we

1 were able to, for over 16 years, do some, I think,
2 tremendous things on it. A couple hundred billion dollars
3 in investments in low income minority communities, and
4 investments, by the way, that were very good for the
5 entities that invested in the minority communities. We
6 were able to impress on them that minority communities
7 were not a social problem, but a viable market that, if
8 they produced good products and services, they would make
9 a fair profit, it was a win-win. In utilizing that, it
10 created, I think, a win for everybody, in particular, our
11 community. I am sorry if I went on too long.

12 MS. RAMIREZ-RIDGEWAY: It is your time. How will
13 the Commission's work impact the State? Which of these
14 impacts will improve the state the most? Is there any
15 potential for the Commission's work to harm the state?
16 And, if so, in what ways?

17 MR. GAMBOA: Tough question. Well, the first part
18 is very easy. I don't think there is any other issue that
19 will impact the future of the state more than this
20 particular issue. Fair government is probably critical to
21 the state. The problem we have, the inability for our
22 Legislators to govern, a lot of it comes from the root
23 causes of how we have - how the redistricting of the state
24 has been on it. This will, I think, if done correctly,
25 will allow voters to choose their legislators, instead of

1 the other way around, legislators choosing their voters.
2 Nothing more, I think, will increase Democracy. When
3 people feel that their votes mean something, they vote
4 more and they're involved more. And when they do that,
5 they hold legislators accountable for the results of the
6 work the legislators are doing on it. The situation we
7 have now, where party comes first, constituents next, have
8 led us to an impasse, I think, in the State. We can't
9 resolve - we're in the budget problems we are, the
10 education problems we are, all of the social issues came.
11 We ended up - we were once the Golden State, and once the
12 legislators got hold of the redistricting process, we
13 started going downhill. We were once the top state that
14 contributed to the education of our young people. I
15 think, now, we're third from the bottom, somewhere in
16 there. A lot of that comes from this particular issue of
17 redistricting. We've lost the momentum for good
18 government, and especially when we - we lose that
19 especially when the governed don't have confidence in the
20 government on it, and that's happening too much in
21 California, it's happening too much across the country.
22 Did I answer all that question?

23 MS. RAMIREZ-RIDGEWAY: I think so. Can you think
24 of any ways that the Commission's work can harm the state?

25 MR. GAMBOA: Oh, yes. If the redistricting

1 reapportionment is done poorly, it will inhibit and, I
2 think, set back community and public input in government -
3 way back, at least for another 10 years, until another
4 opportunity to do it. I think we have a chance here to
5 make a change in that. And if it's done in a business as
6 usual politically, I think we will discourage a lot more
7 people and have a lot more - they'll have less confidence
8 in our government on it, and when they do that, I think it
9 fails.

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

19 MR. GAMBOA: I can give you an example of one
20 where we were not successful, but I think we made a
21 substantial impact. But I served on the Federal Reserve
22 Commission for several years on it, and we were
23 responsible for providing input, policy input to the
24 Federal Reserve on legislation on other policy matters.
25 One of them was critical issues that we dealt with there

1 that I think had national impact was the Graham-Leach-
2 Blyley Act, which was an act that overturned the Glass-
3 Stiegl Act. The Glass-Stiegl Act was passed in response
4 to the Depression of 1929-1930, I'm not good at history,
5 but the Depression there was a result of lots of factors,
6 but one of them was poor work by banks on it. The Glass-
7 Stiegl Act came in and regulated financial institutions,
8 and insurance companies, and investment houses, to the
9 extent that one could not work in the area of the other on
10 it. This kept them focused on their particular turf and
11 the regulatory process, I believe, served us well for many
12 many years on it. When the Graham-Leach-Blyley Act was
13 passed, that destroyed the distinction between and allowed
14 banks to sell investments, to sell bonds, and it allowed
15 insurance companies to develop banks and to get into
16 banking and do checking and it destroyed each of those
17 distinctions on it. That particular Act, I think, was one
18 of the most steps, of if you will, ingredients that led to
19 the financial meltdown that we are now going through,
20 through the bank failures, through the housing crisis,
21 etc. We had institutions getting involved in areas where
22 they didn't belong on it. On the Federal Reserve, where
23 people from - the majority of the people had financial
24 interests, came from banking interests, and associated
25 banking interests, there were some consumer protection

1 leaders and individuals and some local - local legislators
2 from the State, or legislator staff on them. We worked
3 diligently, very hard, for I think nine months in trying
4 to modify the negative effects of what the legislation -
5 and one of the things that we raised from my particular
6 workshops and the group that - I can't remember the term
7 on it, but the group that I worked with, was it's
8 impossible, or nearly impossible, to make good policy out
9 of bad legislation, and that's what we were attempting to
10 do. But, I think we did a fair job in modifying the worst
11 effects of what that legislation would have done. That
12 legislation would have impacted nonprofits and minority
13 organizations tremendously across the country because it
14 would have inhibited financial institutions and others in
15 contributing to the community, and other ways, even to the
16 point of having a playground on it, that would have had to
17 be whatever community group developed the playground and
18 got \$500.00 from a financial institution, they would have
19 had to go through this whole formal process which
20 inhibited, didn't even make it worthwhile. I think we
21 were successful in keeping that to a minimum and other
22 parts on it. We were a big big failure in trying to get
23 that kicked back on it, but, anyway, I'm sorry, I went on
24 again.

25 MS. RAMIREZ-RIDGEWAY: That's okay. A

1 considerable amount of the Commission's work will involve
2 meeting with people from all over California who come from
3 very different backgrounds and very different
4 perspectives. If you are selected to serve on the
5 Commission, tell us about the specific skills you possess
6 that will make you effective at interacting with the
7 public.

8 MR. GAMBOA: Well, I'm not real good about
9 bragging about myself. I think highly of myself, but I'm
10 not good at bragging about myself. I've had some
11 experience in doing this. I was selected by the Public
12 Utilities Commission and some of the legislators to chair
13 an investigatory committee - commission - that
14 investigated the marketing abuses of telecommunications
15 companies on minority and low-income communities. There
16 was a tremendous problem across the state when the Bell
17 System was broken up, and when telephone companies changed
18 from being service oriented and market-driven, and you
19 developed all these companies and competition. They lost
20 their moral compass, if you will, and started abusing low-
21 income, in particular, people who didn't speak English,
22 consumers on it. They were adding services and products
23 that the person didn't know they were getting on it. And
24 our job, and I was the chair of the commission, was to
25 hold hearings across the state, to let individuals that

1 were injured, or people who had interest in what of this
2 particular issue to come, was a several month
3 investigation, and then we had to direct staff to help us
4 gather data, and then to come up with a conclusion and
5 recommendations to the Commission, and to the legislators
6 here on it. That - those hearings - pardon me?

7 MS. RAMIREZ-RIDGEWAY: Five minutes.

8 MR. GAMBOA: Those hearings, there were hundreds
9 of people who came to the hearings, I felt really bad that
10 not everybody was able to speak, but I can remember one
11 individual, a Korean man in San Diego, who had a Cleaners,
12 and the poor man, he called the phone company up and all
13 he wanted was an extension in the back room, so when he
14 was in the back working, he would have to run to the front
15 to answer the telephone. The first time he did that, they
16 gave him a switchboard, the second time they enhanced the
17 service every time he called, because he was - I told him
18 he was lucky he didn't call again, he would have ended up
19 with a satellite on it. The poor man, all he wanted was
20 an extension on this phone line. But that was happening
21 more and more across the state.

22 MS. RAMIREZ-RIDGEWAY: That concludes the five
23 standard questions. Mr. Ahmadi, would you like to
24 commence your 20-minute question period?

25 CHAIR AHMADI: Yes, thank you very much. First, I

1 will start with some follow-up questions about your
2 responses to these five questions, so, just because I need
3 to know a little bit more, I will get you to tell us a
4 little more detail. In the first question, you mentioned
5 about your ability or limitation of ability about legal
6 aspects, or legal knowledge that is required for the
7 Commission. And I believe that's okay because the
8 Commission is allowed to hire consultants to help them
9 with that task, so if you are selected to be a
10 Commissioner, and you have to hire a consulting firm to
11 provide legal services for the Commission, what criteria
12 would you follow, and how would you make sure that your
13 understanding of the facts vs. opinion when the consulting
14 firm does issue an opinion, or provides recommendation for
15 the Commission how to proceed, how would you gauge - how
16 would you be comfortable in making that decision, whether
17 or not to accept or reject?

18 MR. GAMBOA: That's a good question because my
19 experience with consultants, too many consultant want to
20 give you back what you want to hear already. They try to
21 find out what is your perspective, what is your bearings
22 on it, and give you that kind of information. But, being
23 a little cynical of any consultants, what they give you, I
24 think, is going to be important on it. And I think what's
25 critical is, once opinions are given to you by a

1 consultant, is to find out what is the background on that.
2 Why was that decision being made? What factors and
3 information brought them to that particular conclusion?
4 And, if you're not completely satisfied, I would ask
5 another consultant for a second opinion.

6 CHAIR AHMADI: Thank you. You are faster than I
7 could take the notes.

8 MR. GAMBOA: I am sorry.

9 CHAIR AHMADI: That's okay, no, thank you. The
10 second question that I have relates to your question -
11 your response to standard question 2. You mentioned about
12 the questions about conflicts and your ability to handle a
13 larger group, or numerous groups, in this multi-cultural
14 or multi-ethnic organization. I would like to hear a
15 little more detail about maybe an example of when you had
16 a specific conflict, if you can remember and share, that
17 would be great.

18 MR. GAMBOA: There were many, but two that come to
19 mind is, well, one in particular, was the issue of
20 immigration because our coalition had a certain number of
21 Hispanic leaders and immigration was a very critical issue
22 for them. Immigration, I believe, was a really critical
23 issue, but was not in the core element of the mission of
24 our organization. We tried to focus on the economic
25 issues that affected the poor in our community on it, yet

1 it was a very important to some of these on it. And it
2 kept coming up, so the first thing, we tried to explain
3 what is Greenlining's expertise and background on it, led
4 us to be a poor advocate and participant in this
5 particular issue, it would be better for us to have others
6 who were doing it and, plus, there were many many
7 organizations, and still are many many organizations
8 involved in the immigration area, with much more
9 knowledge, much more knowledgeable than we are. In many
10 cases, we could come in and disrupt the process, of being
11 not ignorant of the whole history on it, but it was real
12 critical to these members, and so how do we address their
13 needs, even if it doesn't fit with the total mission of
14 the organization. So, I had - when I ran it, I had an
15 academy of college students, we had 100 college students a
16 year coming through in different - on it. So, what we
17 took was college students who felt this was a very
18 critical issue, who wanted to investigate and come up with
19 some policy recommendations, and to do the advocacy as
20 part of their work in the academy as an academic and a
21 real exercise. We always tried to get our students to
22 work on real issues on it. So, that worked very well, and
23 in fact, students came up with and went to Washington,
24 D.C., provided the American Dream concept for students
25 that were undocumented, how they should become citizens,

1 and they did a magnificent job. We provided them all our
2 media contacts, etc., so they got on radio, TV, they were
3 in the newspapers, they did - and that helped our Board
4 members feel that we were contributing to that particular
5 issue without my staff or myself being directly involved
6 in it, without taking some of our resources on it.

7 CHAIR AHMADI: Okay, thank you. Again, in
8 response to Standard Question 3, when you were discussing
9 the potential harms, if the Commission fails to perform,
10 one of the harms would be that it will be such a setback
11 that it will probably have a long-term impact. If you can
12 please share with me in some details, how would you go
13 about ensuring that that doesn't happen? In other words,
14 what can be done to prevent that from happening?

15 MR. GAMBOA: Well, the first thing is, as I think
16 the mission of this Commission, if I understand right, is
17 to make sure that every person's vote is weighted equally,
18 I think is the number one goal of any reapportionment,
19 redistricting on it. And once the work is - making sure
20 the Commission does that to the best of their ability, but
21 being able to convince the public that this is so through
22 community organizations, through on it. The first thing,
23 I think, is getting the input from the public and then
24 giving feedback to the public. Too many times, the public
25 is used to hearings, we want to hear from you, etc., and

1 they know this is just a role that is played to placate
2 them. No feedback is ever given to them. Why is this
3 decision made? What are the results of the decision? Why
4 will this make it better for the State on it? I've never
5 seen that done in this particular arena, and I think it
6 would be critical for it to be done and the public has to
7 buy-in on it. On the other side, if the public doesn't
8 buy-in, and they think it's a status quo, I think it sets
9 our State back considerably.

10 CHAIR AHMADI: So, if the public doesn't buy-in in
11 what the Commission does, let's just hypothetically
12 pretend that you're facing a group of community members
13 that are not welcoming. How would you handle that?

14 MR. GAMBOA: I'd probably try to run, but - I've
15 had some experience in having groups confront me as a
16 group. I think one of the first things you do is you try
17 to break up the group, if you will, the mob mentality, and
18 have people, when they yell at you or address you, is to
19 give you their name. The minute they're an individual,
20 you're starting to dissipate the mob and the group
21 animosity, and if you address them by their names, "Mr.
22 Brown, I want to hear what you have to say, I understand
23 what you're having to say," and having the ability and the
24 patience to listen long enough once a person, or once
25 groups have vented enough, and you have the key elements,

1 and you are able back to address those particular
2 elements. You may not be able to convince them totally,
3 but you will convince them that you have listened, you're
4 respectful of them, and you have come to a difference of
5 opinion. Many times, it dissipates a lot of the animosity
6 and the energy. It doesn't work all the time, but it does
7 to some.

8 CHAIR AHMADI: Okay, thanks again. The next
9 question I have is somewhat related to the legal concepts,
10 but let me try that. So, the question that I have is
11 about the communities of interest. How would you identify
12 them? And how important are they, and to be considered as
13 part of the Commission's work?

14 MR. GAMBOA: First of all, they're probably one of
15 the most important elements of redistricting. The history
16 of redistricting has destroyed too many times communities
17 of interest, I've seen it in my own particular history.
18 In the '50s and '60s, when all the freeways came in, all
19 the freeways went through the poor communities. They
20 split almost all of the Latino communities, if you look at
21 it, on it. That split a lot of the communities of
22 interest on it. Communities of interest have played
23 second fiddle to the interests of legislators and
24 incumbency, if you will. I think the first thing is goals
25 should be, like I said, one person, one vote, weighted.

1 Second is maintaining the community of interest so they
2 can promote the interests of their particular community.
3 I think politics, local, are the most important. You want
4 people to be involved politically, and they have to see
5 what the results are, personally. When they see, working
6 together, they can get that crosswalk for their children
7 walking to school on it, because collectively they can
8 have a voice on it, that creates, I feel, Democracy and
9 instills in them a feeling that we can make a difference
10 on it. And I think it will increase voting, and I think
11 it will increase - it will hold legislators accountable.

12 CHAIR AHMADI: Okay.

13 MR. GAMBOA: I hope I answered your question.

14 CHAIR AHMADI: Yes, you did. But I just have a
15 follow-up on that. So, if I heard you correctly, you
16 touched on ethnicity and racial aspects of the communities
17 of interest. How would you go about identifying other
18 types of communities of interest that should be
19 considered? Or, can you name a few?

20 MR. GAMBOA: Yeah. My feelings on communities of
21 interest have evolved. I got involved politically on a
22 purely on an ethnic basis. I got involved because I
23 wanted to increase Latino representation in the State,
24 until I found out it didn't make a difference by
25 increasing Latino representation as we were addressing the

1 problems of the State. The community of interest that I
2 think is most critical are those common interests that go
3 over ethnicity and race on it, and those are the interests
4 - there's a community that is underneath in a flood plane
5 on it, and they have a community of interest dealing with
6 water issues on there, and if you split that up, they lose
7 their ability to address those particular issues, or a
8 community that - what's another example - a community on
9 the opposite side that is under a dam, it's critical to
10 them that they have confidence that dam is being managed
11 right and that everything is being done on it. That
12 crosses anything ethnically or economically, and the whole
13 community is in the same boat when it goes down on it.
14 Those interests - this may hurt me - but I think those
15 interests are paramount before ethnic interests are.

16 CHAIR AHMADI: Okay. Thank you very much. I
17 wanted to hear from you about your perception of the
18 Commission's work, generally speaking, especially during
19 the first weeks when the Commission is formed and starts
20 its work. What do you think the first few days will look
21 like, or the first few weeks? What are some of the things
22 that the Commission will have to do?

23 MR. GAMBOA: It is going to be tough for them. In
24 the first place, I think they're going to have to carve
25 out new territory, working independently on it, but I

1 think you'll have to figure out, what is the end result
2 the Commission wants to obtain on it? What does it want
3 it to look like? What are the interim targets or goals
4 that can be done, then establishing the timetable for
5 accomplishing that. And once you have that, then listing
6 the resources you are going to need to accomplish those
7 goals on it, and lastly, what is the follow-up and
8 accountability process you're going to do on each step in
9 holding staff and consultants and everybody accountable,
10 to make sure that you reach that - it's pure management on
11 it, but it's - and it's like establishing a one-year Plan
12 of Action.

13 CHAIR AHMADI: Okay, thank you very much. I don't
14 have any questions at this point.

15 MS. RAMIREZ-RIDGEWAY: Okay, Ms. Camacho, your 20
16 minutes.

17 VICE CHAIR CAMACHO: Okay, thank you. Hello, Mr.
18 Gamboa.

19 MR. GAMBOA: Hello.

20 VICE CHAIR CAMACHO: My first question is, could
21 you expand on the redistricting work you performed in 1980
22 as a member of the Los Californios?

23 MR. GAMBOA: I knew you were going to ask me that.

24 VICE CHAIR CAMACHO: So, this should be easy!

25 MR. GAMBOA: Well, I'm proud of some of the work

1 we did there, but I learned a lot from that process on it.
2 Myself and other Latino leaders, I was not a leader, I was
3 more of a gopher for people that I held in high esteem on
4 it. They were Latino community leaders, who felt that the
5 redistricting process, the way it was a gerrymandering
6 process, the way it was, inhibited the full political
7 participation and fulfillment of the Latino community.
8 Democrats dispersed the Latino populations to support
9 incumbency on it. Republicans concentrated Latino
10 populations and maybe increased the opportunity to have
11 one or two Latino legislators be elected to it. Each one
12 of 'em's interest were for the party then, for the
13 community, that was the basis for them to say, "Let's
14 build our own plan" on it. These leaders, I had friends
15 with the - I made friends with the leader of the Rose
16 Institute, the political - the Republican think tank in
17 Southern California, and we were able to get the use of
18 the computers to develop our own Latino plan, and we were
19 able to use it from midnight to 5:00 in the morning on it,
20 to put in our own information. I wasn't as effective as
21 the others because I didn't know as much, but I learned an
22 awful lot. One of the things we learned was to read the
23 Republican Plan, they used to throw it in the trash can
24 and one day, by accident, we needed scratch paper, and you
25 know, they used to have these print-outs with the little

1 holes on the sides of the paper from coming out of the
2 rollers, we pulled that out to use it as scratch paper,
3 and the Republican Plan was there, and it taught us a lot.
4 We learned the Republican Plan was to have districts that
5 were 38.5 percent Republican, and they knew they could
6 carry that district because Republicans voted in such
7 higher numbers on it. Needless to say, we read that every
8 night. So, that was - and we developed our own plan, it
9 was opposed by the Democrats tremendously. We organized
10 Latino communities across the state, we had a camp-in
11 where many community leaders and families came and camped
12 on the grounds of the State Capitol for two days, and then
13 we went to present our own plan to the Legislative Hearing
14 on it that was run - I think it was De La Torre that ran
15 it, but he wouldn't give us time, the Democrats would not
16 take our plan seriously, would not consider it on it, and
17 they disallowed us from speaking or contributing at the
18 hearing, so some of us walked up to hold our own hearing
19 afterwards, and some people were arrested, and they were
20 let go right away because the Democrats couldn't stand to
21 have that kind of publicity. But, that was - and that's
22 where I learned the importance of redistricting. I'd come
23 to different conclusions than that - and I've already
24 explained it - that I don't think ethnicity is the most
25 critical issue in communities of interest.

1 VICE CHAIR CAMACHO: So, your role in this map
2 drawing, was that helping draw the maps in the '80s for
3 certain criteria? Did you gather data? Were you the one
4 analyzing that data? Or was someone else giving you the
5 information?

6 MR. GAMBOA: No. I was not the one utilizing the
7 data, I was more of a gopher. I was much less experienced
8 in community activity, but we had very very good people.
9 We had Leo Estrada, who ended up working for the Federal
10 Government, is now a Professor, head of the Department at
11 UCLA, Gloria Molina, who is now - is County Commissioner
12 for the County of Los Angeles, Dr. - God, I'm so bad on
13 names, that's what happens when you get old - anyway,
14 there are several of us who were much more advanced
15 politically and knowledgeable than I was on it. I did
16 participate and, as time went by, as I learned more, I
17 could contribute more.

18 VICE CHAIR CAMACHO: Okay. I noticed in your
19 application and some of your answers that you were part of
20 the Greenlining Institute. I think you were also one of
21 the four founding individuals? What was your involvement
22 with politicians during your time with the Greenlining
23 Institute? What type of contact did you have with these
24 politicians? And do you still keep in contact with any of
25 them?

1 MR. GAMBOA: Well, the contact was sometimes good,
2 sometimes bad, it depended on the issues on it. Sometimes
3 we were partnered and they carried legislation for us,
4 sometimes we supported it, sometimes we opposed it
5 vociferously and strongly on it. So, it varied. We were
6 partners of issue, but never friends and never allies, if
7 you will - well, actually, we were more allies than we
8 were partners on it, on particular issues. Many times
9 with the Democrats, and many times with the Republicans on
10 it. In fact, that's why I thought this was so important.
11 Can I expand on that a little bit?

12 VICE CHAIR CAMACHO: Yes.

13 MR. GAMBOA: One of the issues that we wanted to
14 work on that came up was the issue of auto insurance
15 reform. In the State of California, we have turned the
16 issue of auto insurance reform upside down. Insurance is
17 to protect the person's assets. If you are too poor, you
18 don't have any assets to protect. We changed that whole
19 system, starting in California, and all across the
20 country. Now, we require people to buy auto insurance to
21 protect the assets of someone else. There are many ways
22 we could do that without having the high cost of auto
23 insurance that we have, by the way, that we all pay into
24 when we pay into the non-insured party on your insurance
25 policy. I worked with Senator Johnson, who was a

1 Republican, trying to get a compromise plan, and that was
2 - and with a Democrat who, at the end, resulted in - he
3 ended up voting against his own bill because of pressure
4 from Willie Brown and others. But the thing is that these
5 are people who haven't hurt anybody, haven't broken any
6 laws, the only thing is they are too poor to afford \$3,000
7 worth of auto insurance to protect the other person on it.
8 We thought that we could have - there were several ways to
9 do it, one was no-fault, the way your home insurance is,
10 you know, if you get into an accident, my insurance takes
11 care of me, your insurance takes care of you, a no-fault
12 basis, or we could add to the cost of gasoline a nickel to
13 every gallon that goes into the pool, it covers the
14 insurance, there are many ways to address it. But the
15 problem is that Republicans are controlled by insurance
16 industry, and I'm sure this is going to hurt me
17 tremendously, but I feel real strongly about this, and
18 Democrats are controlled by the trial lawyers, everybody
19 wins in that issue by the consumers on it. The trial
20 lawyers give a huge amount of money to Democrats and we
21 don't get any push on auto insurance reform; insurance
22 companies give tremendous amount of money to Republicans,
23 and they are not willing to compromise in any way, so what
24 happens is we, the public, pay more insurance, we pay the
25 non-insured part of our policy on it, and the poor have to

1 pay a huge amount for the right to drive on it, that
2 doesn't have to be, and that is because our Legislature is
3 controlled by special interests, and incumbency is the
4 most important part of the thing. I am sorry, I didn't
5 mean to be on a soapbox, but I'm really really angry, and
6 there are many many issues exactly like this across the
7 state, the issues of education on it, that I could go on
8 for hours.

9 VICE CHAIR CAMACHO: So, the political
10 affiliations that you encountered during your tenure at
11 the Greenlining Institute, do you still keep in contact
12 with any of those politicians or other politicians?

13 MR. GAMBOA: No, I don't think they like being
14 friends with me, and it's likewise. I admire some of
15 them, some of them have tremendous jobs and they have
16 tough jobs. I don't mean to be so negative on them, most
17 of them come in with the right intentions, and it is only
18 a matter of time until they lose on it. But there are
19 many many good people that are legislators. And I'm going
20 to think of one pretty soon. That was a joke!

21 VICE CHAIR CAMACHO: Are you currently active in
22 the Greenlining Institute? There's probably going to be a
23 lot of parts, and so if you need me to repeat it, go
24 ahead. Do you have personal or professional relationships
25 with current members of the Greenlining - because you call

1 it "Greenlining," correct?

2 MR. GAMBOA: Right.

3 VICE CHAIR CAMACHO: What does Greenlining do?

4 And what is its connection to the Legislature, Governor,
5 and Board of Equalization? What was the Institute's role
6 or position in the implementation of Proposition 11?

7 MR. GAMBOA: Okay, long question.

8 VICE CHAIR CAMACHO: Yes, I know. If you need me
9 to repeat it -

10 MR. GAMBOA: The first part is I have very limited
11 involvement with Greenlining. I thought it was critically
12 important that the young people that come behind me don't
13 look over their shoulder to what I am doing, so I stay
14 away from the involvement with the Greenlining, plus it's
15 not fair to them, plus I helped pick and train the person
16 that took it over and the young people on the staff that
17 are doing it on it, so I try really hard to stay away and
18 I do mostly. I come for special events. Yesterday was a
19 graduation of some of the academy students and I attended
20 that on it. I am personal friends because I mentored many
21 of the young people that came through the academy over 16
22 years on it. I attend their children's birthday parties
23 and to that extent. I work very hard not to work with
24 them, my time is past for that part. Can you give me the
25 second part of the question?

1 VICE CHAIR CAMACHO: No problem. What does
2 Greenlining do? And what is its connection to the
3 Legislature, Governor, and Board of Equalization?

4 MR. GAMBOA: Greenlining tries to develop research
5 that supports policy issues on it, then they advocate for
6 policy issues, whether it's in the regulatory arena,
7 whether it's in the legislative arena, wherever policy is
8 determined on it. So, it works many times with
9 Legislators, or many times it works against Legislators,
10 depending on what the policy position of Greenlining. I
11 don't remember what Prop. 11 was. Could you remind me ?

12 MS. RAMIREZ-RIDGEWAY: The Voters First Act, it is
13 why you are here.

14 MR. GAMBOA: The -

15 MS. RAMIREZ-RIDGEWAY: The Voters First Act.

16 MR. GAMBOA: Oh, right.

17 MS. RAMIREZ-RIDGEWAY: It's why you're here.

18 MR. GAMBOA: I should have known that, I'm sorry.
19 I don't think their involvement with that is substantial,
20 it wasn't when I was involved on it. I think Greenlining
21 is now involved in this process by educating the community
22 and, in fact, asked me if I would be a candidate for this
23 Commission, they knew my history and background, and
24 interest, so I think this is so important on it.

25 VICE CHAIR CAMACHO: Okay. One last question. Do

1 you foresee any potential conflicts with your association
2 or your friendships at Greenlining Institute -- and being
3 a Commission member?

4 MR. GAMBOA: Maybe, maybe there will be conflicts.
5 I think there are some who are friends who are very ethnic
6 oriented on it, that may feel some of the decisions the
7 Commission ends up making are detrimental to the
8 particular ethnic organization. But I, you know, not very
9 likely, but I could see the extreme possibilities of that
10 happening, especially some ethnic legislators lobbying
11 some of the friends and individuals I know, but I've never
12 - maybe I should have - but I've never let individuals and
13 friends influence me from doing something I didn't think
14 was right, that should be done. So, I wouldn't do that
15 either if I was, this time, if I was chosen. Whether you
16 choose me or not is important, but the role of this
17 Commission and the work you're going to be doing is too
18 critically important to let any of those kinds of things
19 come in to influence and make the end result not the best
20 it could be, that could be done on it. It would be
21 criminal in me to take this if you offered it to me, and I
22 wasn't willing to do that, to say no to friends and to
23 others, and to not listen on it. It is almost like being
24 on a jury on it, you know, you can't be influenced and you
25 don't share outside what you're doing inside that jury

1 room.

2 VICE CHAIR CAMACHO: Okay, that was my last
3 question.

4 MS. RAMIREZ-RIDGEWAY: Ms. Spano, would you like
5 to start your 20-minute question period?

6 MS. SPANO: Yes, thanks, Stephanie. Good
7 afternoon. Since we were talking about the Greenlining
8 Institute, you served as Executive Director for quite a
9 long time, I was curious why you left the Greenlining to
10 become Executive Director of California Community
11 Builders.

12 MR. GAMBOA: First of all, it was time for me to
13 leave Greenlining. Sixteen years was an awful long time
14 on it. I was just having lunch with friends and they
15 asked the same question and, I think as you get older, you
16 have a larger and larger perspective on issues, and when
17 you're very young, there's a right and a wrong, black and
18 white on it, and there's no compromise, especially young.
19 My daughter is 23 and she knows everything - this is right
20 and this is wrong. When you get older and you see the
21 different factors that come into play, the gray area
22 grows. And I think it is important in the kind of work
23 that Greenlining was doing that the state focused on the
24 issues and on the work that they were doing on it, and so
25 the balance between having older managers' and younger

1 managers' influence was really really good on it. I had
2 an undue influence because I was 16 years on it, and it
3 was important that the young people have more of a voice
4 and more impact, plus we developed tremendous tremendous
5 leaders across the country. Our graduates, one of them
6 worked for, was Chief of Staff for Obama when he was
7 Senator. We have them all over the country, in both
8 parties on it. So, if you don't have confidence in your
9 young people, then you're not worth anything, you haven't
10 - and our future belongs with them. I was a dinosaur.
11 And I need to get out of the way and - and I was tired.
12 Sixteen years of fighting for the economic justice issues,
13 and fighting within our coalition, and within our Board,
14 and within the Community, and I think it wore on me in
15 time, and that had a big influence on me wanting to. But
16 I made the decision to retire five years before I did, and
17 that was so I could develop the staff that would go on and
18 that I would plan. I didn't know how much I was going to
19 miss, I thought I was going to be so happy to retire, I
20 didn't know how much I was going to miss action and being
21 involved on it. And that's the reason that I went to -
22 and I'm not the Executive Director, I'm sorry, if that
23 says that in there, it's wrong, I'm the President of the
24 Board of California Community Builders, it's a small
25 organization that's trying to bring green building

1 technology to affordable housing in the Central Valley for
2 very extremely low income families, and we've been fairly
3 successful.

4 MS. SPANO: And how much time and what are your
5 responsibilities on that, and how much time do you spend
6 on that?

7 MR. GAMBOA: I spend as much as I need to, or want
8 to on it, probably a little bit more than the staff would
9 like me to be there on it. And I'm glad you asked that
10 because one of the things I didn't mention, one of the
11 skills that are necessary, and these are attributes that I
12 think are important for this Commission, I think, is time.
13 I'm lucky in being retired that my time is my own, and I
14 think, to do this job right, it's going to take a
15 tremendous amount of time and effort. I feel sorry for
16 the people that have full-time jobs that are also going to
17 try to do this job because, to do it right, it's going to
18 be difficult, and I think if that happens, they're going
19 to have to rely, I think, too much on the staff.

20 MS. SPANO: Since you are dedicated to the
21 California Commission building, do you feel like you can
22 fulfill the duties as Commissioner knowing you have these
23 other obligations?

24 MR. GAMBOA: Absolutely, that one - I wouldn't try
25 to do this if I wasn't going to do my best and if I didn't

1 think I had the ability to do it.

2 MS. SPANO: Okay -

3 MR. GAMBOA: Oh, by the way, I saw the list of all
4 the candidates on it, I don't think I'm the best, but I
5 think I'm pretty close to the top.

6 MS. SPANO: Well, thank you for that evaluation!
7 Okay, so have you thought about how you would prepare to
8 fill the duties of the Commissioner?

9 MR. GAMBOA: To prepare for it?

10 MS. SPANO: Uh huh.

11 MR. GAMBOA: Well, I haven't thought a lot about
12 it, but now that you ask the question, I think one of the
13 things you have to do is do a little history on it, what
14 is the history of redistricting? What other states are
15 doing what this Commission's goal is being done? What
16 have they learned? What is the process so you do not have
17 to reinvent the wheel on it? And I think that would be
18 one of the critical steps on it. I think the part of
19 hearing from the public is going to be critical on it.
20 You're not going to get the support of the public until
21 you hear them, and you give them feedback.

22 MS. SPANO: Thank you. You mentioned that you
23 helped create district maps for the City of Oakland, and
24 can you tell me more about this?

25 MR. GAMBOA: Yeah, I flunked at every one of them.

1 Not one of them was accepted. It was my attempt, a poor
2 attempt, at trying to produce what I've been talking
3 about, fair districting. There was some gerrymandering
4 and I thought that was not appropriate in it, and I wanted
5 to do on a local basis what California has attempted to do
6 on a statewide basis, but do it the one vote at weighting
7 on it. What I saw was that many Latino leaders in the
8 Oakland community wanted to keep concentrating the
9 Fruitvale area so they could elect one person to the - not
10 only to the School Board, but to the City Council, and to
11 also have an influence on the Assembly on it. And it
12 actually worked negative for them, there was a little area
13 called Dogtown, a little lake on it, that for all purposes
14 belonged to Chinatown, the community of interest was much
15 more because they were contiguous, which was important,
16 both of them bordered on the water there on it, and their
17 issues and problems were the same on it, and that
18 particular district was attached to a City Councilwoman
19 who had no business dealing and didn't. Anyway, I
20 attempted to - I wrote it up and I did it the hard way, I
21 did it with a pencil and a little adding machine, and
22 going through each of the Census tracts, and drawing the
23 maps, and making presentations to different community
24 leaders, and to the Legislator. Everybody listened
25 politely and then they voted no, so...

1 MS. SPANO: So you are comfortable analyzing all
2 the data, the Census data, voting data?

3 MR. GAMBOA: Yeah, now days with the computer
4 technology that has advanced so much, and the demographic
5 information you can grasp from that so much more easier.
6 But I think the danger lies in that, over-utilization of
7 the computer to develop the maps on it will lose the
8 ability, and I think the most important part, and that is
9 to lose the personal and the heartability [sic] of
10 individuals to ensure - because the computer is not going
11 to be able to determine the community of interest on it,
12 it's going to be people that do that. The computer is
13 going to develop your numbers for you and develop the
14 street and the lines, etc. on it that can be done. The
15 most critical part is going to have to be done by people,
16 it is going to be by the Commission, and yourselves on it.
17 That, I believe, anyway. I think you can do the maps in
18 two days and it's done if you throw it into a computer.

19 MS. SPANO: Really?

20 MR. GAMBOA: I do. Uh oh, did I get in trouble?

21 MS. SPANO: No, just commenting. Was this around
22 the 1980s, your effort?

23 MR. GAMBOA: You know, again, I'm trying to
24 remember. It had to be, let's see, and after I left the
25 phone company, so it had to be between, yeah, it was after

1 the '80s.

2 MS. SPANO: Because I notice in your response, you
3 said you were working with complex demographic and voter
4 registration data to create the City of Oakland maps that
5 were technically sound, so in order to ensure that they're
6 technically sound, what did you mean by that?

7 MR. GAMBOA: That it met the requirements of
8 redistricting, that the weighting each vote, each person's
9 vote was weighted as equal as possible, so that each
10 district had as close as possible the same number of
11 voters in it, so that the Districts were contiguous, as
12 much as possible, so you did not have funny districts that
13 we get sometimes on it. Meeting all of the legal
14 requirements and technical requirements.

15 MS. SPANO: What did you find the most challenging
16 on that?

17 MR. GAMBOA: Getting it passed. Getting people
18 that understand it and to put the other -

19 MS. SPANO: And can you tell me what the lessons
20 learned were on that redistricting effort, that you can
21 apply to the Commission?

22 MR. GAMBOA: That I should have done more
23 homework, that I should have met with each of the
24 legislators before and explained what I am doing, what I
25 am attempting to do it, and before I presented the plan to

1 the City Council and to leaders, it would have been good
2 for me to meet with them individually and to explain what
3 I'm doing and what our attempt was, and to get their
4 opposition, if you will, or the reasons - what are their
5 feelings on it - so when the time comes to address it, I
6 knew what they were, see if I could address it, and if you
7 can't, you say, "You know, I know you had strong feelings
8 here, but this plan will not address those." It's called
9 lobbying, but I think it is more than that. I think it's
10 being respectful, respectful of the people that might
11 oppose you, trying to get them on your side, and listening
12 to their feelings. Feelings are sometimes much more
13 important than facts on it, and if you get why a person's
14 feelings have led them to come to some conclusion, it will
15 help you address it. And by the way, that's the way you
16 help - that's teamwork, that how you help an organization
17 reach a conclusion or goals.

18 MS. SPANO: I guess I imagined, when you do these
19 maps, that you worked as a team with others, consultants,
20 legal staff?

21 MR. GAMBOA: No.

22 MS. SPANO: You did it on your own?

23 MR. GAMBOA: Yeah. I did the Oakland map by
24 myself as an exercise, and - I shouldn't say exercise - I
25 was sincere about it and really trying to do something. I

1 was working on voter registration program, trying to
2 increase the number of minority voters in it, and that's
3 what got me involved when I started looking at the voting
4 patterns of the City, and also the City of Hayward on it,
5 and that's when I looked at it and I said, "Wow, these
6 districts are not good. They're not good for the City,
7 they're not good."

8 MS. SPANO: So you self-taught yourself in trying
9 to develop -

10 MR. GAMBOA: Yeah, well, I had a lot of help from
11 what I learned at Californios, from those experts.

12 MS. SPANO: Okay. Let's see, bear with me.
13 Redistricting is highly litigious and, generally speaking,
14 how do you feel about the legal system and lawsuits?

15 MR. GAMBOA: I feel there are too many, too many
16 lawsuits on it. I think we've got the greatest legal
17 system probably in the world, I think sometimes it is
18 manipulated differently, but I don't understand how -- the
19 question in this context, I'm sorry.

20 MS. SPANO: Oh, well, redistricting is highly
21 scrutinized by the public and the probability of being
22 sued and being questioned about the decisions about the
23 lines drawn may occur, and I'm just curious if you're
24 comfortable if you were named as a Defendant in a lawsuit,
25 and could you defend your work, and how comfortable you

1 felt that way.

2 MR. GAMBOA: Very comfortable, very comfortable.
3 I've been involved as Defendants and as Plaintiffs, and in
4 many regulatory actions. You can't promote something
5 unless you believe in it, and if you believe in it, you
6 stand up for it, in whatever arena is it. If it is the
7 legal arena, and if you feel you've done the right job
8 with all the information you have, then you do what's
9 right.

10 MS. SPANO: It sounds like you've achieved broad
11 consensus across ethnic community lines very well. Can
12 you give me a little bit more of a description in how you
13 build bridges between diverse groups to achieve consensus?

14 MR. GAMBOA: I think you - based on - I think you
15 have to get to how coming to consensus benefits each
16 individual, and explain that. The first real gain that
17 Greenlining did in the financial industry is we created a
18 \$45 billion investment promise from Wells Fargo, they
19 wanted to acquire another bank on it, we intervened in the
20 process because we didn't think they were a good bank.
21 They made a promise of \$45 billion to the community on it.
22 But I did realize, as soon as that became public, is how
23 everybody from the community, so many people were going to
24 just come to my office and get all the pressure and say,
25 "This is what I need, this is what I want," and finally I

1 came to the conclusion that, and trying to explain to
2 them, we will kill the goose that laid the golden egg
3 concept if we end up bickering and fighting for this. If
4 we stay together, it doesn't make any difference what
5 percentage of the pie that we gain, if you make the pie
6 bigger. If the pie is \$45 billion, and you get 10 percent
7 of it, that's pretty good. If the pie is \$2 billion and
8 you get 5 percent, that's even better. So it's better
9 working together to make the pie bigger than any
10 individual, or any organization's share of that pie, and
11 if we could stay together, we could be successful and
12 everybody wins-wins. But, if you look at what one person
13 gets this time on it, and you start saying, "They got a
14 bigger share than I did, and I deserve more," we're dead
15 on it. And it worked - not with everybody - I got rid of
16 coalition members and board members and everybody who
17 couldn't stay focused on that, tremendous fights
18 internally, but somehow we prevailed for 16 years -
19 actually, 18 years, I have been gone two years.

20 MS. SPANO: Were you critical in resolving
21 conflicts regarding that?

22 MR. GAMBOA: Was I critical of individuals?

23 MS. SPANO: No, critical, your role in resolving
24 the conflicts that occurred.

25 MR. GAMBOA: I was one of the people most critical

1 in helping resolve that, but not alone, I had a good group
2 of Board members and other coalition members.

3 MS. SPANO: I see. That may be it for me,
4 Stephanie. Thank you.

5 MR. GAMBOA: Thank you.

6 MS. RAMIREZ-RIDGEWAY: I actually do have follow-
7 up questions, but I will defer if the panelists would like
8 to go first.

9 VICE CHAIR CAMACHO: I have no questions.

10 CHAIR AHMADI: You can go first.

11 MS. RAMIREZ-RIDGEWAY: Okay. Mr. Gamboa, I came
12 in here with a number of questions for you and you've
13 managed to answer most of them in some of the discussions
14 that you've had with the panelists, so I'll be relatively
15 brief. My first question is, is Greenlining a bipartisan
16 organization? Or does it have a particular political
17 affiliation?

18 MR. GAMBOA: It has a political affiliation that
19 the constituency of Greenlining is a poor, but no
20 political - no party affiliation or that aspect.

21 MS. RAMIREZ-RIDGEWAY: Okay. The Commission, as
22 you know, will be comprised of separate groups that are
23 chosen in part on the basis of their political party
24 affiliation or their non-affiliation. How much do you
25 think partisanship will impact the function of the

1 Commission? Will a partisan Commission be a successful
2 Commission, and why or why not?

3 MR. GAMBOA: First of all, I don't think a
4 partisan Commission will be successful because it's just a
5 continuation of the status quo. And the end result of how
6 partisan it is, or how it isn't, sorry, relies upon how
7 well you guys choose the people who get on that Commission
8 on it. It is a failure if we're not strong enough to
9 prevail over that, and I'm sure that there's going to be
10 tremendous pressure on the Commissioners, and on
11 yourselves, to have an influence from different points on
12 it. That's going to be hard, especially people who still
13 have affiliations with legislators or friends, that's
14 asking a lot of them.

15 MS. RAMIREZ-RIDGEWAY: Okay. My last question for
16 you, you are an incredibly accomplished person, and you've
17 been involved in many different things, we've heard over
18 the past several months a number of people say that
19 Proposition 11 was designed to enable regular citizens,
20 regular Joes and Janes, to draw the district lines. Given
21 your accomplishments, do you think that you're the type of
22 person the public had in mind when they voted to enact
23 Prop. 11? And if so, what makes you a regular Joe?

24 MR. GAMBOA: Well, first of all, I'm not a regular
25 Joe, but I think I'm a regular John. Thank you, first of

1 all, for the compliment, you only heard about success
2 stories, you have not heard about all the failures on it.
3 I don't know if I'm a regular person or not, but I think I
4 have the regular aspirations of everybody out there, every
5 voter, I want the same things that most people want. I
6 want a government that responds to the needs of all of its
7 constituents. I want a government that works. I want a
8 government that invests in our people on it. You know, I
9 want a government that solves the problems of our state.
10 I want a government that builds confidence in our state so
11 we become a Golden State again. I want a government that
12 meets a budget on time. I want all of the same things
13 that most everybody wants, regardless of their race,
14 gender, anything, I mean, the same things. I want my
15 children to live in a better environment every time. I'm
16 afraid that this is the last time that life is going to be
17 better, but the life won't be better for our children on,
18 and that'll be true if we don't take action and we don't
19 start doing something now, and if we don't start leaving
20 all of our biases and all of our feelings at work on the
21 common goal on it, and I'm sorry, it's corny, but it's
22 what I really believe.

23 MS. RAMIREZ-RIDGWAY: Thank you. I don't have any
24 further questions.

25 CHAIR AHMADI: I do have one follow-up question,

1 Mr. Gamboa. In response to Kerri's question about your
2 redistricting experience at City of Oakland back in 1980s,
3 she asked you a question about lessons learned. And if I
4 heard you correctly, you said that one of the lessons that
5 you learned was you would have been successful had you
6 talked to the Legislature first, or people who were
7 involved at the City level. Just to clarify in my mind
8 that I heard you correctly, what is your plan, given that
9 you are selected for the Commission? Would you be talking
10 to the current Legislature?

11 MR. GAMBOA: No. No, but it was the legislature
12 in Oakland that made the decision on the plan, that was
13 the reason for that. No, in fact, I would try my best to
14 stay away.

15 CHAIR AHMADI: Thank you, I just wanted to clarify
16 for myself. Thank you very much.

17 MS. RAMIREZ-RIDGEWAY: Does anyone have any
18 further questions of Mr. Gamboa?

19 MS. SPANO: No.

20 VICE CHAIR CAMACHO: No.

21 MS. RAMIREZ-RIDGEWAY: Would you like to make a
22 closing statement?

23 MR. GAMBOA: I think I've given you most of my
24 feelings and what I can bring to the Commission. I think
25 the only thing I would like to say is that I wish you

1 luck. I think you have a tremendous tremendous
2 responsibility and I think there is a big weight on your
3 shoulders to make sure that this works well. It is
4 probably one of the most critical issues facing our State
5 on it. So, thank you for doing what you're doing, and
6 good luck.

7 MS. RAMIREZ-RIDGEWAY: Thank you.

8 MS. SPANO: Thank you.

9 CHAIR AHMADI: Thank you, sir.

10 VICE CHAIR CAMACHO: Thank you, Mr. Gamboa.

11 MS. RAMIREZ-RIDGEWAY: We are in recess until
12 Monday morning at 9:10.

13 CHAIR AHMADI: Sure, thanks.

14 (Whereupon the hearing was recessed)

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