

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

THURSDAY, AUGUST 19, 2010
1:00 P.M.

Reported by:
Peter Petty

APPEARANCES

Members Present

Nasir Ahmadi, Chair

Mary Camacho, Vice Chair

Kerri Spano, Panel Member

Staff Present

Donna Neville, Panel Counsel

Diane Hamel, Executive Secretary

Candidates

Martha Inez Jimenez

Vylma L. Ortiz

LaDrena D. Dansby

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P R O C E E D I N G S

AUGUST 18, 2010 1:00 P.M.

MS. NEVILLE: Good afternoon, it is one o'clock and we're back on the record.

And welcome, Ms. Jimenez.

MS. JIMENEZ: Thank you very much.

MS. NEVILLE: We're going to get started with the five standard questions.

MS. JIMENEZ: Okay.

MS. NEVILLE: The first is what specific skills do you believe a good Commissioner should possess? Of those skills which do you possess, which do you not possess and how would you compensate for it?

And is there anything in your life that would prohibit or impair your ability to perform the duties of a Commissioner?

MS. JIMENEZ: Thank you very much and good afternoon to all of you. Thank you for this opportunity, it's truly been a privilege to be part of this process.

As to your question, I believe a good Commissioner must possess skills in three critical areas that are, I think, vital to this Commission.

I think in the area of skills supporting the technical work of the Commission, skills supporting the smooth functioning and administration of the Commissions,

1 and skills that support the community outreach engagement
2 in communication with diverse communities. And I will
3 elaborate.

4 With regard to the technical work of the
5 Commission, I think critical skills include analysis,
6 synthesis, critical thinking skills, the ability to
7 balance legal principles and apply legal frameworks.

8 I also think detail orientation and a dogged
9 commitment to facts.

10 And, of course, most of all impartiality in
11 assessing all of this information.

12 Why I believe I am qualified, particularly in
13 this area, is in my current capacity in my 20 years of
14 work as a lawyer, and as a public advocate, and in the
15 public interest, as a public servant I have had a lot of
16 experience doing analysis in a lot of different forms.

17 Routinely and daily, from my supervisor, I get
18 enormous amounts of information that I have to cull
19 through, synthesize and really identify what the key facts
20 and issues are upon which a particular issue will turn.
21 And I do that regularly, as well as legal analysis.

22 Impartiality, I think my application and the
23 letter from a very-respected and long-serving Republican
24 member of the Board of Supervisors speaks to the fact that
25 I routinely work in collaboration across party lines.

1 Because what is important is the issues, what is important
2 is the commonality of interests that we have.

3 And I think using facts, using analysis, being
4 able to adhere to detail orientation and share that with
5 others is really critical to the technical work.

6 Now, I want to talk about the smooth functioning
7 in administration in the Commission, because I do think
8 that is really vital. If we are not able to work together
9 towards a common goal, we will not be successful.

10 And so, I think skills such as project
11 management, active listening, and problem solving,
12 collaborative decision making, conflict resolution,
13 interpersonal skills, the skills of negotiation and
14 compromise, these are all extremely vital.

15 When I was Project Manager of California Works
16 for Better Health, which was a statewide joint project of
17 two major foundations, across four regions in California
18 and 16 different CBOs, intermediaries, really, those
19 skills, I really honed those skills of being able to
20 listen actively, to understand conflicts across
21 geographies, across racial/ethnic boundaries, across
22 faith-based communities and try to find common solution.

23 In my board service, I think what's really
24 important is my ability to connect with unions, with
25 colleagues, with constituents across the board and truly

1 and actively listen and attempt to have them understand
2 that I am listening, as well.

3 With regard to the skills necessary to outreach,
4 engage and communicate with diverse communities, I think
5 understanding and sensitivity to diversity in all its
6 forms, racial, cultural, ethnic, language, sexual
7 orientation, gender, age, income, the fact that on a
8 weekly basis we take public testimony and I am very much
9 involved in that public testimony and working with
10 constituents, I think would be very helpful.

11 I think also on a personal level, as a Latina,
12 as a lesbian, as a sister to disabled siblings, as a
13 person who has worked with the elderly, I carry those
14 things very deeply. And so, I think I can connect because
15 I have a long history of reaching out to communities and
16 understand that not everybody looks at the internet.

17 That, in fact, you reach people through
18 sometimes graphic novels. You know, comics. Sometimes
19 you reach them by going out to community centers and
20 churches. Sometimes you reach them through the radio,
21 that's the best way, and the television.

22 We have to identify those. And I think my
23 experiences in doing that would be a very helpful skill.

24 Lastly, I just want to say in addition to skills
25 there are attitudes, and there are values that are core

1 here. Integrity, again, impartiality, truthfulness,
2 respect, creativity, adaptability and good humor I think
3 are really critical.

4 Now, what do I not possess and how will I
5 compensate for it? Well, I have to be very honest, I'm
6 not going to engage in bivariate ecological regression
7 analysis, I'm not a statistician. And I know that's an
8 important component of the work that we will do and I will
9 compensate for that, one, because I believe I can learn
10 anything. I'm a quick learner.

11 When I did my transnational MBA, I never thought
12 I'd be able to do a net present value calculation, but I
13 did.

14 And so, I think I can learn it. And, most
15 importantly, this is where collaboration comes in. I know
16 that there will be other members of the Commission who
17 have this experience and I will rely on them, on experts
18 and, of course, on public testimony to help us to figure
19 these things out.

20 Now, is there anything in my life that would
21 prohibit my ability to perform? You know, I've been very
22 blessed with a very supportive spouse, and family,
23 friends, colleagues who definitely understand how
24 important this work is to me, to my life, and they are
25 very, very supportive. They think I'm crazy, but they are

1 very supportive of me and I know they will help me.

2 In addition, as I just shared with you, I do
3 have the prior experience of having worked full time and
4 done an accelerated MBA program, so I know what it is like
5 not having weekends and evenings.

6 MS. NEVILLE: Okay. Describe a circumstance
7 from your personal experience where you had to work with
8 others to resolve a conflict or a difference of opinion.
9 Please describe the issue and explain your role in
10 addressing and resolving the conflict.

11 And if you are selected to serve on the Citizens
12 Redistricting Commission, tell us how you would resolve
13 conflicts that may arise among your fellow Commissioners?

14 MS. JIMENEZ: Thank you. If there's something
15 I've learned in over 20 years of nonprofit organizations,
16 public policy, advocacy, civil rights and, of course,
17 government and public service, and that is conflict.

18 There's conflict rife with conflict. But in
19 thinking about this question I wanted to share with you my
20 experience of what I called the perfect storm of conflict.

21 Which was when I served as Project Manager for the
22 Statewide Project on Work and Health, called California
23 Works for Better Health, and that was from 1999 to 2004.

24 At that time I was employed by the Rockefeller
25 Foundation, but I was working in concert with colleagues

1 at the California Endowment.

2 And while both foundations agreed on the goal,
3 which is work to health, their approaches were very
4 different. The Rockefeller Foundation very much focused
5 on a kind of a jobs first approach, whereas the California
6 Endowment, a health organization, really was focused more
7 on community engagement, place-base, and kind of healthy
8 jobs and healthy outcomes.

9 So, reconciling those two both at the top level,
10 you know, with the boards of directors, with all the
11 senior management, and then trying to educate, and inform,
12 and engage 16 different CBOs, in four different regions of
13 Sacramento, Fresno, Los Angeles and San Diego was really
14 an amazing challenge.

15 And in one particular instance, as I -- as we
16 started getting into this process we realize that we just
17 had too many different views as to how to approach this
18 outcome.

19 So, I took it upon myself to figure out how am I
20 going to resolve this? So, I engaged in a very active
21 listening campaign. What does that mean?

22 I went, first and foremost, to every single
23 community-based organization and asked them what they
24 thought, what was going on, what their challenges were. I
25 then went to my colleagues, I then went to my management.

1 I then tried to synthesize all of this and understand what
2 were the core commonalities of interest.

3 Then I went to expert and say is there a way
4 that we can resolve these things, is there a mechanism, is
5 there a process.

6 We learned that at the time there was an
7 emerging field called theories of change, and in the
8 theories of change you would be able to identify what the
9 core outcomes, working backwards in a logic model and,
10 therefore, every group could have the same goal and
11 outcome, but could use their core competencies to achieve
12 them.

13 So, then the task was to go back to each of
14 these areas, explain it, have them understand it, and have
15 them buy into it because it was important for them to do
16 so.

17 So, again, going back out and doing that,
18 developed a proposal, communicated to all the parties, got
19 buy-in, had a major meeting and then provided the
20 templates to facilitate that process.

21 And, thankfully, that is how we managed to
22 resolve that conflict.

23 Now, how would I, if I were selected on the
24 Commission, resolve conflicts?

25 First, I want to say that not all conflict is

1 bad. Sometimes conflict creates a dynamic tension that is
2 very important. It's bad when it's destructive, when it's
3 intentionally destructive. It can actually be very
4 creative.

5 The problem is how to figure out how to draw
6 from it that creativity.

7 So, I think the first step is to find out what
8 is the nature of the conflict, am I involved, is it
9 personal, is it programmatic, is it a factual difference
10 in interpretation? That analysis is really critical to
11 try to figure out who are the best players and who should
12 be involved in helping to resolve the conflict.

13 Striving to listen actively, to understand, to
14 identify what the interest is that underlies the concern
15 and see if we can be creative about finding alternative
16 ways to address that interest becomes very important.

17 Communication, dialogue, and time, really,
18 patience, and listening and working through this is really
19 critical.

20 Lastly, I think we need to understand that
21 people receive information differently and that some
22 people receive it in writing, some people receive it best
23 orally, some people are kinesthetic. You have to
24 understand that and not presume that simply because
25 someone doesn't want to meet in a big room, with

1 everybody, that they're aloof, or they are mean, or
2 something, and we have to check ourselves on those issues.

3 So, I think I would bring that experience of all
4 that conflict to bear in this.

5 MS. NEVILLE: Thank you. How will the
6 Commission's work impact the State? Which of these
7 impacts will improve the State the most? Is there any
8 potential for the Commission's work to harm the State and,
9 if so, in what ways?

10 MS. JIMENEZ: I think the most significant
11 impact of the Commission's work is the very purpose the
12 voters approved, the Voters First Act. Which was to
13 assure the voters that the Senate, Assembly, and Board of
14 Equalization district lines would be drawn in a fair,
15 impartial manner, and without consideration of incumbency,
16 and without the ties to political appointment or
17 relationship to parties or elected officials.

18 I think that is extremely significant because it
19 allows this group of citizens, which is another component
20 of that, that ability to not make it something that, oh,
21 only elected officials can do but, rather, that everyone
22 can engage in and must engage in to make our democracy
23 work. That's really critical.

24 But the concept that we might be able to draw
25 district lines that are truly competitive is huge and very

1 amazing. And the way in which we are doing it is very
2 amazing.

3 I know that there are, I believe, 12 other
4 jurisdictions that have some type of advisory panel, but
5 those are appointed or must be approved by the
6 Legislature. This is truly independent and I think it's
7 very, very significant.

8 The ultimate impact, of course, would be to
9 improve the State and ensure, to the most extent possible,
10 proportional voting, ensuring that the rights of protected
11 minorities are in fact protected, all of that to ensure
12 non-dilution of the vote.

13 Additionally, because of the historic
14 importance, I think the added benefit is the message that
15 it sends across the country that this could be done, that
16 this is a model. So, I think that's also a very important
17 impact of this Commission.

18 As to harm, certainly, if the Commission is
19 dysfunctional, if we harm the voters by drawing lines that
20 in fact separate core communities, or make the vote
21 diluted, I think that it would be contrary to the mission,
22 and vision, and intent of this.

23 So, I think that's why I was saying some of
24 those skills, to make sure that the Commission, itself,
25 does its work and does it timely is going to be critical

1 in this process.

2 MS. NEVILLE: Describe a situation where you had
3 to work as part of a group to achieve a common goal. Tell
4 us about the goal, describe your work within the group,
5 and tell us how the group worked or did not work
6 collaboratively to achieve that goal.

7 If you are selected to serve on the Citizens
8 Redistricting Commission, tell us what you would do to
9 foster collaboration among your fellow Commissioners?

10 MS. JIMENEZ: I work for Supervisor Gloria
11 Molina, who's one of five supervisors of Los Angeles
12 County, which is an area that represents 10 million
13 people, and her district is about two million people.

14 And Supervisor Molina tasked me to work to
15 reduce the county's liability cost and cost of risk. In
16 other words, litigation, litigation costs. Because, from
17 her perspective, every dollar spent in unnecessary
18 litigation and attorneys fees are dollars that are taken
19 from necessary services that we provide to these ten
20 million residents of the County of Los Angeles.

21 So, this was quite challenging because even
22 though she has been a supervisor for quite some time and
23 this has always been a key area, it's been difficult to
24 get a county of 90,000 employees and multiple departments
25 to really focus on this area.

1 And so, my first task was to begin by defining
2 the goals and the key stakeholders. And in that respect I
3 had to go back and look at what had already been done.
4 The supervisor has established a litigation cost manager
5 in the Office of County Counsel, she had established a
6 risk manager, there were key reports but no one was
7 accessing them.

8 So, the first step is to identify who are the
9 natural allies, who are the folks who have the data and
10 the information, and how do we get that data and
11 information out?

12 What are the systems in place? The supervisor
13 establish corrective action systems, so after any
14 settlement or judgment, the department affected has to go
15 back and see what systems, practices, personnel problems
16 there are and fix them, so we don't have that same problem
17 again.

18 MS. HAMEL: Five minutes.

19 MS. JIMENEZ: So, what I did was gathered this
20 group together, begin defining, seeing what works, what
21 doesn't. I went back to the supervisor and said we needed
22 a bigger group. We put together a motion for a Legal
23 Exposure Reduction Committee that had the heads of all the
24 departments now present. We established a performance
25 requirements in the departments, each of the department

1 director's goals each year, and we have regular reporting.

2 And we set a target and the target was a five
3 percent reduction. And I'm happy to report that this year
4 we're on track for a ten percent reduction.

5 So, I think the most important in that is to
6 lead by example.

7 COMMITTEE MEMBER MIHORDIN: Okay. And, finally,
8 a considerable amount of the Commission's work will
9 involve meeting with people from all over California, who
10 come from very different backgrounds and very different
11 perspectives.

12 If you are selected to serve on the Commission,
13 tell us about the specific skills you possess that will
14 make you effective at communicating with the public?

15 MS. JIMENEZ: I think as I mentioned before and
16 is certainly shown in my supplemental application, this is
17 an area I believe I really excel because it is very
18 personal, I'm very much committed to diversity, to
19 cultural diversity.

20 A lot of my work in law, in civil rights, in
21 social justice, my personal work, I've been to Appalachia,
22 I've been to Mississippi, I've been -- because it is
23 experiential. I want to understand people's actual
24 experience so that I can connect with it and I can learn
25 with it.

1 And I think that comes out when you have a
2 genuine interest in people, when you really love people
3 and want to hear from people.

4 And we do, every week, people who are very angry
5 at us, people who are fearful. But if you treat people
6 with respect, if you are genuinely interested in
7 connecting with them and asking them what is the best way
8 that we can reach out, and educate and inform, then I
9 think those are the kinds of skills I want to share, my
10 experiences, what worked, what hasn't worked.

11 The fact that I am bilingual, the fact that I am
12 Latina, the fact that I can -- that I've lived in Northern
13 California and Southern California, all of these factors,
14 and that I've worked in all four regions, I think would be
15 very helpful skills to bring to this Commission.

16 MS. NEVILLE: Okay, thank you.

17 Mr. Ahmadi, your 20 minutes.

18 CHAIR AHMADI: Yes, thank you. Just give me one
19 second.

20 CHAIR AHMADI: Good afternoon, Ms. Jimenez.

21 MS. JIMENEZ: Good afternoon, Mr. Ahmadi.
22 Jimenez.

23 CHAIR AHMADI: Jimenez, I'm sorry.

24 MS. JIMENEZ: That's okay.

25 CHAIR AHMADI: I'm bad with names.

1 Let me take you back to your response to
2 question number one and when you were describing the
3 support of your family, and which is a great thing to have
4 --

5 MS. JIMENEZ: Yes.

6 CHAIR AHMADI: -- and valuable, as you can
7 imagine.

8 MS. JIMENEZ: Yes.

9 CHAIR AHMADI: If I heard you correctly, you
10 mentioned something about they all think that you're
11 crazy, using your words.

12 MS. JIMENEZ: Yes, right.

13 CHAIR AHMADI: Why do they think that?

14 MS. JIMENEZ: I think because I truly, truly
15 understand the extent of work that is involved here, the
16 controversy at stake, the fact that we are blazing new
17 pathways here.

18 I was in the first cohort of the Next Generation
19 Leadership Program for the Rockefeller Foundation.

20 Anytime you're first, anytime you are setting up the
21 structures and systems, not only are you charged with the
22 work, you're also charged with developing the entire
23 system.

24 And because this is the first time, we have the
25 added pressure of making this the best. And I think

1 that's very real and this is what I've tried to
2 communicate. This is fundamental.

3 You know, the Supreme Court cases, Justice
4 Warren has said the right to vote is the right that
5 informs all of our other rights. This is very
6 fundamental.

7 The problem is, I believe, personally, that a
8 lot of communities have felt disaffected, have felt
9 separate from the process, don't understand that capacity.

10 So, I think in this instance, setting up we're
11 going to have to do more. We're going to have to figure
12 out better ways to connect broadly across the community to
13 create that credibility, to create that understanding of
14 it, so we're all ambassadors to a great extent.

15 That's over and above the actual work that needs
16 to be done.

17 So, I think they think it's crazy because I am
18 working a full time job, where I do a lot of this work,
19 but I think they understand, fundamentally, how important
20 this is to me.

21 CHAIR AHMADI: Okay. What risks do they see in
22 this work?

23 MS. JIMENEZ: What risks do they see in this
24 work?

25 CHAIR AHMADI: Uh-hum.

1 MS. JIMENEZ: For the Commission -- what risks
2 do I see or --

3 CHAIR AHMADI: No.

4 MS. JIMENEZ: My family?

5 CHAIR AHMADI: From that comment it appears
6 that, you know, there's a significant commitment on the
7 part of the Commissioners to commit themselves to do the
8 work. Maybe the question that I should word -- the
9 wording that I should use for the question is what are
10 some of the challenges with this work?

11 MS. JIMENEZ: What are some of the challenges?

12 CHAIR AHMADI: Yeah.

13 MS. JIMENEZ: I think there are a number --

14 CHAIR AHMADI: In more detail, the specifics,
15 please?

16 MS. JIMENEZ: In more detail?

17 CHAIR AHMADI: Yes.

18 MS. JIMENEZ: I think there are a number of
19 challenges. I think a large number of Californians don't
20 understand redistricting because it's always been done,
21 primarily, by the Legislature.

22 And even though there's been input by groups,
23 such as MALDEF and other -- you know, other groups who
24 draw maps and whatever, it's very kind of insular.

25 So, the first and biggest challenge is to

1 educate how many -- what's our population, about 37
2 million people. The population in this State is enormous.

3 And so, I think that's a major challenging,
4 educating, informing.

5 Figuring out how we're going to communicate.
6 There will be 14 members in this Commission, and advisors,
7 and others. What are the ways we can leverage our
8 experiences, our location, our geography, our knowledge in
9 the most efficient way to get that information out to all
10 of these diverse communities.

11 How do we work with other groups in the
12 communities, who have similar interests in terms of
13 education and informing the community?

14 And then, of course, the actual work of the
15 Commission, the actual work of gathering the census data,
16 of actually putting it in, of doing the statistical
17 analysis, the challenges of trying, at the same time, to
18 honor the requirements of the Voting Rights Act, the
19 requirements of the Supreme Court cases that have come, as
20 well as some of the traditional methods, you know, that
21 have been used in redistricting, the compactness, the
22 communities of interest.

23 Balancing all that across this very diverse
24 group across this region are going to be quite
25 significant.

1 CHAIR AHMADI: Any ideas about how to balance?

2 MS. JIMENEZ: How to balance? I've thought
3 quite a bit about that. Not enough, but I thought a lot
4 about it. And one thing is, again, this questioning of
5 leveraging.

6 I think we have to use all types of media and
7 medium, so radio, television, newspaper. I think we need
8 to figure out how each of us, in our respective geographic
9 areas, where we live, can do extra work, perhaps
10 regionally, and come together.

11 I think we have to figure out how we use the
12 internet, and television, and other web-based options to
13 reach more areas, particularly rural areas that may be
14 difficult to get to.

15 And again, partner with a wide variety of groups
16 who are nonpartisan, who can help us in this process to
17 explain and educate in multiple language.

18 I think it's very important that we put out
19 materials in multiple languages across the State.

20 So, I think all of those. I think we need to
21 hire key experts in the various aspects of statistical
22 work, in drawing the maps, in helping us to figure out how
23 best to put out materials that make sense and are clear.

24 And I think we need a project manager. This is
25 a lot of work and it needs to be very clearly laid out how

1 we're going to do it, when we're going to do it, so that
2 we can meet our deadlines.

3 And lastly, I think we need to really, as we
4 come together, all agree on some kind of basic rules of
5 engagement, you know, to ensure that we are treating each
6 other respectfully, that we are following all the rules in
7 terms of communication, all of those key issues, all of
8 that, the mission and vision has to be set out up front.

9 CHAIR AHMADI: You mentioned reaching out to
10 groups.

11 MS. JIMENEZ: Yes.

12 CHAIR AHMADI: Any specific groups that you have
13 in mind?

14 MS. JIMENEZ: Well, clearly, the group that I'm
15 most familiar with is the Latinos. You know, the Latino
16 groups across the State, which make up about 36 percent of
17 the population in the State.

18 But, I've also been very fortunate in my work,
19 in my experience of working with African American, Asian
20 communities in Los Angeles, working with groups,
21 healthcare groups in South Los Angeles, and working with
22 groups in Fresno, the Hmong community, for example, in
23 Fresno and Sacramento. I have experience working in all
24 of these groups.

25 And I'm sure the Commissioners will have a long

1 of those experiences, as well, to bring to the table.

2 CHAIR AHMADI: What kind of data or information
3 would you be collecting?

4 MS. JIMENEZ: What type of information would I
5 be collecting for -- for this purpose or --

6 CHAIR AHMADI: For the purpose of redistricting.

7 MS. JIMENEZ: Well, I think we need to
8 understand these communities of interest, how big they
9 are, how communities, themselves, identify their
10 boundaries of their neighborhoods.

11 We need to understand how long, for example, if
12 there has been a district, does that community see
13 themselves as that district or not, do they feel that
14 they've been split?

15 What is their sense of political cohesiveness,
16 you know, do they always vote for the similar candidate
17 and is that vote diluted by others?

18 So, there's information at one level, which is
19 the economic, social, political type information, and then
20 there's voting information that's necessary to gather.
21 Voting age population, all of that kind of information.

22 But I think in your respective, you're talking
23 about communities.

24 I think we want to understand, of those
25 communities, how they feel about this issue and voting, do

1 they understand the importance of redistricting, what is
2 their perspective around these issues.

3 And, of course, to the extent that they have the
4 capacity to draw their own maps or other things, what is
5 their opinion and how do they see an appropriate district
6 for themselves?

7 CHAIR AHMADI: How would you use -- you
8 mentioned that you're going to be collecting, amongst
9 other such information --

10 MS. JIMENEZ: Yeah, social, uh-hum.

11 CHAIR AHMADI: -- voting information. How would
12 you use voting information for redistricting?

13 MS. JIMENEZ: Well, one of the things you do is
14 along the process the -- I don't know if you're familiar
15 with the case of Thornburg versus Gingles?

16 CHAIR AHMADI: I'm not.

17 MS. JIMENEZ: Okay.

18 CHAIR AHMADI: Sorry.

19 MS. JIMENEZ: No, that's fine. This was a 1986
20 case that established kind of the framework for section
21 two voting rights cases, right. And, obviously, the first
22 and foremost is population equality, that is the
23 preeminent, one person one vote, that's across the board.

24 But beyond that, over time and the purpose of
25 the Voting Rights Act was to make sure that a person's

1 right to vote was not abridged by the color of their skin
2 or the condition of servitude, which was the 15th
3 Amendment, which is what is really what's giving power to
4 that in the Voting Rights Act.

5 The case of Thornburg articulated a framework
6 for these kinds of minority -- majority/minority
7 districts, such that the minority group is sufficiently
8 large and geographically compact, and constitutes a
9 majority in a single-member district. Is it politically
10 cohesive?

11 This goes to the point of understanding what the
12 voting patterns are. And does the white majority vote
13 sufficiently, as a block, to defeat the preferences of the
14 minority group. These are all factors that have to be
15 considered in whether or not to establish a
16 majority/minority district, single-member district.

17 So, that's why information about political
18 cohesiveness, whether this particular ethnic group votes
19 in a particular way pretty consistently is an important
20 component of that analysis.

21 CHAIR AHMADI: So, do you think -- do you think
22 all the residents of a particular area are voting and,
23 therefore, information from the voting -- or voting
24 information will be complete in that sense?

25 MS. JIMENEZ: You know, it's very difficult

1 because we -- you know, you do not know how people vote,
2 so you have to take it mostly at a group level. And
3 they're -- and that's what I'm saying, there are different
4 kinds of analysis that are done, statistical analysis to
5 determine exactly whether a particular group in an area
6 votes in a particular manner.

7 But there are a lot of other factors to
8 consider, as well. Which elections are we talking
9 about --

10 CHAIR AHMADI: Yeah, please tell me about those
11 other factors.

12 MS. JIMENEZ: Yeah, which elections are we
13 talking about, how do we know this is the preferred
14 candidate, and is it the preferred candidate all of the
15 time, most of the time, but these are all factors.

16 And why this is important is this Commission,
17 apart from being charged to do our very best to ensure
18 fairness and impartiality, is also going to have to defend
19 these lines.

20 And so we have to, at the outset, understand
21 what the legal requirements are so that we are drawing
22 clear, transparent, defensible districts that make sense
23 for the community and that make sense and consistent with
24 the Constitution and the Voting Rights Act.

25 CHAIR AHMADI: Okay, thank you.

1 MS. JIMENEZ: You're very welcome.

2 CHAIR AHMADI: In response to question number
3 three, the standard question number three, I'm using your
4 phrase, "to ensure protected minorities are" -- yeah, "to
5 ensure protected minorities are protected." What do you
6 mean by that?

7 MS. JIMENEZ: Sorry about that.

8 CHAIR AHMADI: No, that's okay.

9 MS. JIMENEZ: The Voting Rights Act recognizes,
10 as I mentioned to you, under the -- which articulates the
11 15th Amendment, right, that certain groups historically,
12 this is why you have section five and section two of the
13 Voting Rights Act. Section five is the pre-clearance
14 position portion, which California has a section of it
15 because there's been an historical discrimination and
16 dilution of the vote.

17 Section two is these kinds of analysis that
18 we've been discussing.

19 And a protected minority group are those groups,
20 racial groups, ethnic groups, language minority groups.
21 And those factors, apart from the first level of analysis,
22 which is population neutrality, you know, making sure that
23 all the districts as closely as possible have the same
24 number of population, then begins the analysis of whether
25 or not minority/majority, single-member districts can be

1 made. And if so, how does one do that, how do we make
2 compactness, numerocity, all of those factors that are
3 considered?

4 And so, part of our challenge is to keep in mind
5 that that is an important requirement of the Voting Rights
6 Act, as well.

7 CHAIR AHMADI: Okay, thank you.

8 I'm somewhat familiar with the Voting Rights
9 Act, but not the case law.

10 In your mind, is it okay to have a
11 majority/minority district?

12 MS. JIMENEZ: Yes.

13 CHAIR AHMADI: Why or why not?

14 MS. JIMENEZ: In fact, under section two,
15 sometimes, it's required because -- why or why not?
16 Because the sense of it is -- and, again, there are limits
17 to it. Under other case law, racial factors cannot be the
18 only factor, right, for doing this.

19 CHAIR AHMADI: Uh-hum.

20 MS. JIMENEZ: And even if you have a large
21 minority, you have to have an effective majority, you have
22 to have a majority that will actually vote in that way and
23 actually be able to elect a candidate of their preference.

24 But why it's very important is, again, and
25 Congress recognized this when the Voting Rights Act was

1 reauthorized for another 25 years, is that even though we
2 have certainly progressed substantially, there still
3 remains in certain areas, and I have this personal
4 experience as well, where you have certain areas, in
5 certain communities where efforts are being made to stop
6 people from voting or to dilute the vote of people.

7 And so, I think the concept here is if there is
8 a significant group of persons who vote, and vote in a
9 particular way, and over time have not been able to elect
10 the candidate of their preference, then that's an area
11 that must be looked at to see if a majority/minority
12 district can be drawn.

13 CHAIR AHMADI: So, what factors contribute to
14 groups' preference in terms of political preferences?

15 MS. JIMENEZ: It could be -- it could be the
16 fact that they want a particular candidate that reflects
17 their particular culture, you know, particular
18 understanding of their particular culture, but not
19 necessarily.

20 I think this is one of the debates because, you
21 know, for example a large group of Latinos may want a
22 particular candidate who happens not to be Latino, but has
23 worked in that community or represents the interests and
24 values of that community, but that is the preferred
25 candidate.

1 And if that is a candidate that the majority
2 block of white voters doesn't want, then the question
3 becomes does that majority block thwart the will of this
4 large minority group, such that they will never be able to
5 elect a candidate of their choice.

6 CHAIR AHMADI: Okay, thank you.

7 MS. HAMEL: Five minutes.

8 CHAIR AHMADI: I wrote down my next question
9 because it's somewhat long. I just want to make sure that
10 I get it correct. And it's based on the material in the
11 application.

12 MS. JIMENEZ: Certainly.

13 CHAIR AHMADI: You say that "powerful interests
14 created gerrymandered districts that diluted Latino votes,
15 packed all the Latinos into one district or made it
16 impossible for Latinos to compete -- to compete in large
17 elections."

18 And you "battled blatant efforts of voting
19 intimidation" --

20 MS. JIMENEZ: Intimidation, uh-hum.

21 CHAIR AHMADI: Yes, you probably remember that.

22 MS. JIMENEZ: I remember.

23 CHAIR AHMADI: -- "and other methods designed to
24 discourage voter participation."

25 Can you give us some specific examples of some

1 of these things that you're personally involved in?

2 MS. JIMENEZ: Absolutely. Most of this
3 experience happened when I was Regional Counsel for the
4 Mexican American Legal Defense and Educational Fund.
5 During the period of time I was Regional Counsel in San
6 Francisco where, for example, every time there was a major
7 election we had to put out a call-in number because, for
8 example, we got calls from Texas and Arizona that people
9 dressed up as immigration agents were standing at the
10 polls, let's say, and discouraging people from voting.

11 Again, intended to intimidate. Or, people were
12 being asked to produce their ID or asked to take a test,
13 or a whole range of things that really should not be
14 happening were happening, and it was our -- you know, when
15 we got those calls, we were able to go and address them.
16 So, that was happening.

17 In addition, in fact, my supervisor, to give an
18 example, in the 1991 Garza redistricting case, one of the
19 biggest challenges, in an area as large as the county, is
20 that it was done in such a way that despite Latinos being,
21 you know, 40 percent, or whatever of the county, they were
22 never able to elect a Latino candidate, even though a
23 Latino candidate ran all of the time.

24 And that became the subject of litigation and,
25 ultimately, a district was formed that enabled that

1 population to do that.

2 There are other examples throughout the State,
3 in the Watsonville area, and the Santa Ana area, where
4 similar types of situations were occurring, where Latinos
5 were relegated to small areas, or separated -- and not
6 just Latinos. Asians, in Santa Clara, and other areas
7 were separated up into different districts such that,
8 although they could have drawn a district that would have
9 allowed that community to select a candidate of their
10 choice, it was done in such a way to dilute that power.

11 And during the time that I was there, I saw a
12 lot of these cases brought and a lot of the evidence that
13 supported that.

14 CHAIR AHMADI: In terms of your job or
15 activities, what were you doing at that time?

16 MS. JIMENEZ: At that time I was Regional
17 Counsel for the Mexican American Legal Defense and
18 Educational Fund.

19 CHAIR AHMADI: Okay.

20 MS. JIMENEZ: And my job was to supervise my
21 attorneys, one of whom worked specifically in the voting
22 rights area, in redistricting area. But I also did
23 education, language, immigration issues.

24 I did outreach to communities, a lot of
25 training, and education, and media, and fundraising, of

1 course.

2 CHAIR AHMADI: Okay. And is that why they were
3 calling you for those issues?

4 MS. JIMENEZ: Yes, that's why they were calling.
5 And we had different offices in different regions and so
6 different offices did different types of work and so they
7 would be calling our office.

8 But we also had a Los Angeles office, they would
9 be calling there, too, for these different issues.

10 CHAIR AHMADI: Okay. Okay.

11 MS. HAMEL: One minute.

12 CHAIR AHMADI: What other communities have
13 called you during that time?

14 MS. JIMENEZ: What other -- during that time?

15 CHAIR AHMADI: Uh-hum.

16 MS. JIMENEZ: We worked very strongly, for
17 example we worked very hard with the Asian American
18 community, and other communities, on immigration issues, a
19 broad swath across the State on Prop. 187, on Proposition
20 209, which is the anti-affirmative action, we worked very
21 strongly with women's groups, with African American
22 groups. So, I think throughout I was part of a large
23 civil rights coalition that raised a lot of these
24 concerns.

25 I also worked a lot with gay and lesbian groups

1 who were trying to address concerns of discrimination at
2 the school level or in employment.

3 CHAIR AHMADI: Thank you very much. I wish I
4 had more time to talk to you, but I'm running out of time,
5 so no more questions at this point.

6 MS. JIMENEZ: Thank you.

7 MS. NEVILLE: Ms. Camacho, your 20 minutes.

8 VICE CHAIR CAMACHO: Thank you. Hello, Ms.
9 Jimenez.

10 MS. JIMENEZ: Hi.

11 VICE CHAIR CAMACHO: I have a few questions.

12 MS. JIMENEZ: Sure.

13 VICE CHAIR CAMACHO: I'd like to gain a little
14 bit better understanding on some of the -- some of what
15 you said, so I'm going to kind of go back to that.

16 MS. JIMENEZ: Sure.

17 VICE CHAIR CAMACHO: You said that when you were
18 working for the California Works for Better Health --

19 MS. JIMENEZ: Yes.

20 VICE CHAIR CAMACHO: -- I think I got that one
21 right, that you either worked or contacted every
22 community-based organization. What community-based
23 organizations did you contact and did you work with?

24 MS. JIMENEZ: As part of this project, one of
25 the first things we had to do was first identify the

1 regions that this project was going to work in. So,
2 jointly the two foundations selected four regions, there
3 were Sacramento, Fresno, Los Angeles and San Diego.

4 Having selected the regions, we wanted to
5 identify the community groups we would be working with, so
6 we put out a request for application.

7 What we were looking for was to create a group
8 of anywhere from four to five community-based
9 organizations that represented different aspects of the
10 community. So, diverse ethnically, diverse in terms of
11 content, in other words we were looking for employment-
12 based organization, groups that worked in health, faith-
13 based organizations, community organization and leadership
14 development.

15 So, in each area we tried to find those groups
16 so that there would be this synergy. Because at that time
17 we were testing a theory that these groups never worked
18 together and they could get so much more if they worked
19 together synergistically to have bigger outcomes in terms
20 of jobs and opportunities for low-income communities, the
21 targeted communities we were working for.

22 So, one of the challenges was to go out and talk
23 to each of them, and they were all very different, and
24 they were different in levels of sophistication and
25 capacity, they were different in their approaches.

1 So, as you can imagine, it was quite challenging
2 because on the one hand and I'm being, you know, very
3 honest about this, you have the funder who has the money,
4 and so the groups who need the money, they're willing to
5 consider. But at the other hand, they also have needs to
6 do to what they need to do on a daily basis. So, I was
7 very sympathetic and compassionate about where they were.

8 But at the same time the foundations, who also
9 have a fiduciary duty, were trying to test something to
10 see if it could be replicated and could really make a
11 difference in communities.

12 So, this was the kind of tension and challenge
13 here across a lot of levels in just the implementation and
14 the pressure to try to show outcomes on something that is
15 really a long-term kind of issues, which is Work to
16 Health, which is the social determinants of health. The
17 fact that persons who are better economically, you know,
18 in terms of the economy -- and economically, education,
19 and in terms of their quality of life tend to live longer,
20 tend to have better health outcomes.

21 VICE CHAIR CAMACHO: Also, another term that you
22 used when you were saying the negative impacts, why would
23 separating core communities be a negative and what do you
24 consider a core community?

25 MS. JIMENEZ: Well, what I was thinking there

1 and, again, some of this has to be mediated. We're
2 talking in the abstract, I think, which is always very
3 difficult.

4 By core communities, I was kind of thinking
5 about communities of interest. So, if you have -- and
6 that's probably not the right term, but let's say you have
7 a city, or you have a county, or you have a particular
8 district that has been that district for the longest time,
9 but in the last ten years or so that district has changed
10 dramatically in population, such that a portion of that
11 district, married to another portion of another district
12 would actually create a majority/minority district.

13 What are the factors that mitigate for doing
14 that, what are the factors that mitigate against doing
15 that? And what does that community want? Do they feel
16 connected, are they together socially, do they think
17 differently than the other community?

18 All of those factors have to be brought in and
19 examined before an action is taken because at the end of
20 the day we want to encourage people, you know, to vote and
21 to feel part of it. But we also have these mandates of
22 the Voting Rights Act and our Constitution to ensure that
23 we are being fair across the board.

24 VICE CHAIR CAMACHO: Okay. So, I just want to
25 make sure that I understood this.

1 MS. JIMENEZ: Sure.

2 VICE CHAIR CAMACHO: So, in this what you're
3 thinking of core communities are -- could be towns, could
4 be locations, could be interests?

5 MS. JIMENEZ: Right. It could also be protected
6 communities, you know, it could be a core community of
7 significant and effective community of Hmong people in
8 Fresno, right, that live in a certain rural area. That
9 could be a real core community that they see themselves as
10 a community and lines could be drawn.

11 It could be East Los Angeles, you know, area, an
12 unincorporated area that has a large Latino population,
13 that sees itself as an entity, as a core community.

14 Again, this is my terminology but, in fact,
15 protected communities, communities of interest, those are
16 probably the more traditional language that's used.

17 VICE CHAIR CAMACHO: Okay, thanks.

18 Given your strong ties to advocating specific
19 causes, how would you ensure you retain impartiality for
20 all redistricting issues that affect California?

21 MS. JIMENEZ: You know, this is really important
22 to me because while I am an advocate and I will not shy
23 away from that, that's what got me into law school, that's
24 why I do what I do every day, I also am very realistic
25 about the importance of working across party lines. I've

1 done it all my career.

2 When I worked in Washington D.C., I regularly
3 worked both at the House and the Senate with Republican
4 sponsors of legislation we all cared about.

5 I remember talking to Senator Orrin Hatch's
6 staff about language rights, because the Mormon community
7 has one of the language -- largest language goals in Utah.

8 So, finding those communities of interest are
9 essential to being able to accomplish these goals and
10 these outcomes.

11 But retaining impartiality also speaks to
12 fundamental respect for human beings, for people. I think
13 every one deserves to be heard. I may disagree and I need
14 to be able to articulate and support why I disagree, but I
15 need to listen. Because, perhaps, I'm not understanding
16 something completely, and that's something I've always
17 prided myself on, an understanding.

18 And maybe it's because of my Great Books
19 background at the University of Notre Dame, that I know
20 that I don't know. And I come at issues with that
21 mindset. I have some experience, I will bring that to the
22 table, but I really want to learn.

23 And so, I think I can be impartial in the
24 application because I'm willing to take in all the
25 information, I'm willing to filter it through my own

1 experience, share that experience. But at the end of the
2 day what informs the decisions, we always have to go back
3 to that touchstone of the law, what does the law require?

4 At the end of the day that's what we need to do,
5 and what matters, and what will guide the work of the
6 Commission.

7 VICE CHAIR CAMACHO: You were talking about
8 working with various different organizations and ethnic
9 groups. Can you expand on your work with them?

10 MS. JIMENEZ: Sure. I've -- I've worked on so
11 many different levels with the different groups. For
12 example, when I was working with the Mexican American
13 Legal Defense Fund I worked a lot in the Bay Area, with a
14 broad variety of groups in the different five-county area.
15 I mean, going to San Jose, in a school desegregation case,
16 or working with immigrant rights groups, you know, in San
17 Francisco, or working in Oakland with African American
18 communities looking for empowerment and the ability for
19 better jobs, you know, and better health.

20 So, I've worked across that. I've also worked
21 with the elderly, when I was working at the Commission on
22 the Aging. In that capacity I worked with 37 different
23 multi-cultural groups of elders.

24 And I was very interested in that, just from my
25 own experience with my grandmother and my aging parents, I

1 really want to try to understand what were we doing with
2 our elderly, how were we treating our elderly, what were
3 the services available?

4 And, particularly, non-English speaking elderly
5 because many of them are isolated, so what were we doing
6 to try to bring them into the community. So, I worked
7 very closely with that community.

8 I worked with the gay and lesbian community very
9 much in the Bay Area, across a range of issues, everything
10 from basic advocacy for employment, and rights, you know,
11 to marry, to children. All of the basic rights we all
12 want to enjoy. To, you know, working with youth and
13 working on health issues relating to that community.

14 VICE CHAIR CAMACHO: Thank you.

15 Could you describe your work and the outcomes of
16 your efforts as a Board Member of the Tide Center and the
17 Tides Network?

18 MS. JIMENEZ: I've worked with the -- well, I
19 don't right now, but I did for many, many years. And I
20 was first asked to participate in the Tide Center, and I
21 was particularly interested in the Tide Center because the
22 Tide Center provides an incubator for emerging groups.

23 So, what was fascinating about that is groups or
24 individuals who had a passion for something, whether it
25 was working in domestic violence issues, or working in

1 diverse communities, or it's working with youth, where
2 it's working with environmental issues, First Amendment
3 issues could find a home, and a place, and a capacity so
4 they could develop and grow their idea, and be able to
5 inform and educate others of their particular areas of
6 concern.

7 And the Tide Network, then, was the Tide had a
8 family of organizations, the Tide Network of organizations
9 that included the foundation, that included the center,
10 that included another component that was working for green
11 buildings, and allowing spaces for nonprofits to be at a
12 reduced rate.

13 Because at the time, of course, nonprofits would
14 go in and the rates would go up, and then nonprofits would
15 have to move because they couldn't afford it.

16 So, it was a kind of an all-around effort to
17 provide a multi-service aspect for progressive causes
18 efforts and organizations, and it was incredibly moving, I
19 must say.

20 I was always, every time we went to a meeting,
21 we would have presentations from different groups across
22 the spectrum, on all ranges of work that was being done
23 across the State.

24 VICE CHAIR CAMACHO: Thank you, that was my last
25 question.

1 MS. NEVILLE: Ms. Spano?

2 PANEL MEMBER SPANO: Sure. Let me get my
3 paperwork here. Good afternoon.

4 MS. JIMENEZ: Hi, good afternoon.

5 PANEL MEMBER SPANO: Let's see, earlier you
6 mentioned -- we were talking about majority/minority
7 districts --

8 MS. JIMENEZ: Yes.

9 PANEL MEMBER SPANO: -- and the diluted voting
10 aspect, and how you said that you have a personal
11 experience related to that, I'd like to hear about that.

12 MS. JIMENEZ: Sure. Well, I think the personal
13 experience may be not personally personal. I have the
14 personal experience of being called because people were
15 being denied, you know, because people were standing there
16 dressed as immigration agents, and people were calling and
17 all that.

18 PANEL MEMBER SPANO: Oh, okay.

19 MS. JIMENEZ: The personal experience of this is
20 having worked -- I actually worked, when I was Regional
21 Counsel, my staff person was actually working on a Voting
22 Rights case, and I have the personal experience of having
23 to color in the district lines and help to actually work
24 with one of the experts to provide the history of racially
25 polarized voting in a particular case.

1 So, I have had that kind of experience of
2 working in the field and in the area.

3 I've also had the personal experience, while I
4 was in Washington D.C, of advocating for language rights.
5 As you know, that's always very challenging in the context
6 of English-only legislation, how do we ensure that
7 language minorities continue to have the right to
8 materials in language that they need to be able to be
9 fully participatory.

10 And, also, in supporting motor voter legislation
11 to expand the opportunity for registration of citizenship
12 for people to be able to vote.

13 So, I've had a lot of different experiences
14 around that.

15 PANEL MEMBER SPANO: Okay. You talked about
16 ethnic coloring and --

17 MS. JIMENEZ: Yes.

18 PANEL MEMBER SPANO: Can you expand on that a
19 little bit more?

20 MS. JIMENEZ: Sure. As part of preparing any
21 kind of case, you know, and a challenge to that, you
22 actually have to present maps of alternatives or where,
23 you know, districts could be drawn. And I remember having
24 the experience, again, because we're nonprofits and we
25 didn't have CAD, of having to, you know, kind of draw

1 lines, and color in and say, okay, these are the areas
2 that we would like to identify as the area that could be a
3 majority/minority district.

4 PANEL MEMBER SPANO: And what was the purpose of
5 this?

6 MS. JIMENEZ: To present to the court as
7 exhibits.

8 PANEL MEMBER SPANO: As exhibits for a certain
9 case or --

10 MS. JIMENEZ: Yes, for cases.

11 PANEL MEMBER SPANO: And what was that case?

12 MS. JIMENEZ: Yeah, I believe it was the case
13 involving Santa Ana, I'd have to get back to you,
14 specifically, but I know there were several cases. But I
15 know one, in particular, was the case we were working on
16 and I believe it was the case involving Santa Ana.

17 PANEL MEMBER SPANO: Santa Ana. And what did
18 you -- what kind of materials did you use when you were
19 drawing the maps and the data?

20 MS. JIMENEZ: Mostly, I think, in this respect
21 we were just trying to identify -- much of that work was
22 being done by our voting rights expert, you know, the
23 person on our staff, Denise Hewlett, was our voting rights
24 expert and I was really assisting her in trying to draw
25 these maps. So, I didn't get too much involved in the

1 details of how these districts were being drawn, although
2 I was aware of the Gingles test, the prongs and that we
3 were trying to meet them.

4 And so these are all exhibits, and my piece of
5 it was trying to work on an expert to show one component
6 of it, which was the racially polarized voting in the
7 voting block.

8 PANEL MEMBER SPANO: So, you were in -- your
9 role was in the capacity of an expert?

10 MS. JIMENEZ: No.

11 PANEL MEMBER SPANO: Or assistant, I mean?

12 MS. JIMENEZ: Yeah, I'm assisting her as a co-
13 counsel in --

14 PANEL MEMBER SPANO: Oh, co-counsel, okay.

15 MS. JIMENEZ: Yes. I'm sorry, and I should be
16 clear about that.

17 PANEL MEMBER SPANO: Oh, no, I didn't know
18 what --

19 MS. JIMENEZ: And so co-counsel in a -- she was
20 the lead counsel.

21 PANEL MEMBER SPANO: Okay.

22 MS. JIMENEZ: And staff, both in the San
23 Francisco and Los Angeles office were co-counsel taking
24 various aspects of the case.

25 PANEL MEMBER SPANO: Okay.

1 MS. JIMENEZ: And so, my particular aspects,
2 where I was more focused in, was the historical patterns
3 of voting and the historical racially polarized aspect of
4 it.

5 PANEL MEMBER SPANO: Okay, so you were looking
6 at precinct data and all of that, okay.

7 And using that information how do you feel it's
8 going to help you in looking at these areas where you feel
9 that maybe a majority/minority district might be
10 necessary?

11 MS. JIMENEZ: I think it would be very helpful.
12 Although, you know, now with greater understanding, you
13 know, in the years that have passed, I think I could be
14 far more effective in certainly looking at the whole of
15 it.

16 What was helpful there was to have access to
17 experts who could explain different components of the
18 process and the case, and I felt that was very
19 fascinating. Even though my area was not necessarily
20 voting, at that time I was doing more education and
21 language rights issues --

22 PANEL MEMBER SPANO: Sure.

23 MS. JIMENEZ: -- still being in that
24 environment, talking to counsel, reviewing the cases,
25 reading the briefs helped kind of immerse me in that and

1 helped me understand the kind of factual basis that needs
2 to be established, it can be very fact intensive, to be
3 able to establish these majority/minority districts.

4 PANEL MEMBER SPANO: Can you give me a little
5 bit more detail about the expert you were working with,
6 was that more of a voting rights expert, more of a data
7 expert or --

8 MS. JIMENEZ: That one was more of a data
9 expert. We also worked with a voting rights expert, who
10 worked more specifically with Denise on, you know, the
11 specific aspects and the different prongs.

12 The person I was working with was more of an
13 historian who could speak to the history of discrimination
14 in that community, the history of the laws, the social
15 connections, the de jure, you know, the ordinances and
16 laws that were done to specifically describe certain
17 groups of Mexicans as problem, you know, Mexicans, and
18 characterize them and objectify them in a certain way that
19 really polarized that community.

20 PANEL MEMBER SPANO: What types of experts,
21 knowing your experience with experts and the different
22 types of value you can get with the different experiences
23 they can bring, what types of experts do you feel are
24 necessary for statewide redistricting?

25 MS. JIMENEZ: Well, at a lot of different levels

1 for the Commission. You know, obviously, we're going to
2 need experts that are experts in the Voting Rights Act,
3 you know, in the voting rights and the case law, who have
4 had experience, who have done a lot of, you know,
5 litigation in this area.

6 Because there are still a lot of questions that
7 remain unanswered and there's still a lot of fuzziness
8 around certain components of this.

9 So, I think someone who has actually worked in
10 the field quite a bit and can tell us, look, these are the
11 areas, these are the concerns would be very helpful. In
12 fact, probably a number of them because I know that there
13 are different views, so having different experts.

14 I think some of that is going to come from the
15 public testimony, we are going to get expert's testimony
16 from the different groups, the Maldef, the Asian Law
17 Caucus, other groups who have extensive experience in this
18 and have done it for such a long time, and have a lot of
19 experience will come before us.

20 I think we'll need statistical experts, we'll
21 need historians, we'll need people to speak to the social
22 connectedness of particular groups.

23 So, it's not just the fact that you're an ethnic
24 or racial minority, it is are you an ethnic and racial
25 minority that thinks the same way in a particular area.

1 PANEL MEMBER SPANO: Very good.

2 MS. JIMENEZ: So, I think we'll need different
3 levels of expertise across these areas. Geography, you
4 know, that we're going to need people to tell us, so, this
5 looks like a compact community, but it's split in the
6 middle by this road. Does that separate them and so they
7 feel, really, they're in two different communities, or
8 they do feel part of one contiguous community? Those
9 kinds of questions.

10 PANEL MEMBER SPANO: Okay. So, how do you feel
11 about the use of statisticians? I know you said
12 statistical work isn't your thing; right?

13 MS. JIMENEZ: It's not my forte. I think it
14 will be necessary. Again, you know, statistics can be
15 used in a lot of different ways. It is a tool. It is not
16 dispositive. There's a lot of factors that have to be
17 taken into account, but it is informative.

18 And I think that, you know, totality of
19 circumstances, based with a lot of the other information
20 we're talking about, has to be considered, it cannot be
21 the only factor to be considered.

22 PANEL MEMBER SPANO: Sure. Have you -- how
23 would you verify and use statistical data or any data
24 generated from census and in compilation of any voter
25 data, or any data used for the redistricting, for that

1 matter?

2 MS. JIMENEZ: I'm sorry, could you --I'm sorry,
3 could you --

4 PANEL MEMBER SPANO: How would you use that
5 data? Like, say, the statistics are run off that data,
6 how would you verify and try and understand that?

7 MS. JIMENEZ: You know, I think part of it is we
8 have to make sure our sources are valid and recognized and
9 understood. So, census data that will be, you know,
10 distributed to the various states, we have to make sure
11 that that's secure and solid.

12 PANEL MEMBER SPANO: Sure.

13 MS. JIMENEZ: We have to make sure that the
14 people who are involved are impartial and have a history
15 of working in this information and are, you know, white
16 credible, so we can take that information.

17 And then I think the process of testing it out
18 in the community and getting that input, you know, will
19 help vet that and so that we can rely upon this
20 information and data.

21 PANEL MEMBER SPANO: Okay. And in your work
22 experience, have you used data like this? I know you used
23 precinct data, right?

24 MS. JIMENEZ: I have -- not necessarily precinct
25 data, no.

1 PANEL MEMBER SPANO: Okay.

2 MS. JIMENEZ: Yes, obviously, as part of the
3 litigation I've seen them, but I've not actually been
4 involved, specifically, in parsing through precinct data
5 in any concrete way, in the way that I think I'm going to
6 be if I were to be selected to this Commission.

7 PANEL MEMBER SPANO: Okay.

8 MS. JIMENEZ: But, yes, I've seen a lot of data.

9 PANEL MEMBER SPANO: Yeah, you said you use a
10 lot of data daily.

11 MS. JIMENEZ: Yeah. We use a lot of data on
12 everything from you know, healthcare, you know, to --

13 PANEL MEMBER SPANO: So, can you tell me what
14 kind of data that is? Is it purely -- is it numerical, is
15 it just like analysis or what, written analysis or -- just
16 to kind of get a sense of what kind of information you've
17 been dealing with that's a compilation of a large amount
18 of data in your decision making?

19 MS. JIMENEZ: In our decision making, sure.

20 PANEL MEMBER SPANO: Yeah.

21 MS. JIMENEZ: I get all kinds of data. I mean,
22 some of that is statistical data because we are looking,
23 for example, at statistic of how are we doing in terms of
24 serving certain communities and we look at that over time.
25 For example, indigent communities or other communities.

1 So, we'll get runs or data to see, you know, to
2 ensure that we are serving the community appropriately, so
3 we'll get those kinds of runs.

4 I get a lot of data relating to costs and
5 budgets and associated information relating to that.

6 We get a lot of analysis, you know, of
7 synthesizing and compiling a lot, which then I have to
8 further synthesize on programmatic outcomes, on service
9 numbers, on -- and so, I have to look across all of these
10 and identify where I think there might be discrepancies,
11 where I think this doesn't make sense, then I go in and
12 ask further questions.

13 So, I'm used to seeing, you know, data runs,
14 sometimes huge data runs. All of the contracts, you know,
15 how those contracts serve, who they serve, what they
16 serve.

17 PANEL MEMBER SPANO: Yes.

18 MS. JIMENEZ: A lot of data.

19 PANEL MEMBER SPANO: Yeah. Let's see, as Deputy
20 Director of San Francisco Commission on Aging, you've done
21 this for about three years?

22 MS. JIMENEZ: Yeah, I think it was like for a
23 couple of years, because I was originally a program
24 manager and then I was promoted to a deputy director, yes.

25 PANEL MEMBER SPANO: Okay. What was the purpose

1 of this Commission?

2 MS. JIMENEZ: The purpose of this Commission is
3 this Commission distributes Older American Act funds
4 throughout the -- well, San Francisco's both the city and
5 the county, but throughout the county and in the area.

6 And one of the key and principle functions was
7 really to ensure monitoring of contracts for lunch, other
8 types of contracts who provide services to the elderly
9 throughout San Francisco.

10 PANEL MEMBER SPANO: Okay. So, the stakeholders
11 were the elderly. And any other stakeholders involved?

12 MS. JIMENEZ: Primarily. I mean, the Older
13 Americans Act, really, the elderly were the stakeholders.

14 But I think because of where we were in San
15 Francisco there was a real emphasis on making sure we were
16 serving the hard to reach, the hard to serve elderly, the
17 language minority elderly, the folks who may have been
18 isolated, through Meals on Wheels, through lunch programs,
19 through social services at the different community
20 centers.

21 PANEL MEMBER SPANO: Okay. So, how did you
22 identify all of that, the stakeholders in terms of their
23 demographics and where to kind of hit where it was
24 deficient, where there was a need?

25 MS. JIMENEZ: We would get data, obviously, from

1 the different population surveys. We had our own data.
2 We would work with, you know, the census, with different
3 sources of information. We would work with community
4 groups who would go out and do their own surveys of their
5 communities. You know, literally going through China
6 Town, knocking on doors to see if there were elders in
7 single-room apartments, who were not being served, and
8 others.

9 PANEL MEMBER SPANO: Did you have to take a
10 translator or anybody with you?

11 MS. JIMENEZ: I didn't do it, personally, I have
12 to be honest. But a lot of the groups did because they
13 spoke the language and so they went out and they reported,
14 you know, back to us on those things.

15 PANEL MEMBER SPANO: I see. Were a lot of the
16 communities that you found needing this service, were they
17 non-English speaking?

18 MS. JIMENEZ: Yes, absolutely. We had like 37
19 multi-lingual, you know, groups that we worked with. And
20 it was -- what we did, primarily, is we would put out RFPs
21 and these groups would apply, and they would say the
22 nature of their services, the populations to be served,
23 what types of services that would be provided and then we
24 would go out and kind of verify that they were actually
25 doing that. We would go for site visits, and other

1 things, to make sure that these services were being
2 provided.

3 PANEL MEMBER SPANO: I see. And what did you
4 learn about the needs of the elderly that could assist you
5 on the Commission in understanding this segment of
6 California?

7 MS. JIMENEZ: Well, I think so many different
8 things. First, I think on the one hand the elderly tend
9 to be very politically active, a lot of them can be. I
10 know, from personal experience, my mom and my dad voted
11 all the time, every chance they got.

12 And I feel that when I was working in this
13 community that that was very important. In fact, many of
14 them were organizing through the Gray Panthers. And it
15 could have been because it was the Bay Area.

16 PANEL MEMBER SPANO: The Gray Panthers, huh?

17 MS. JIMENEZ: Yeah, the Gray Panthers. You
18 know, the different groups, AARP. You know, and we would
19 hear from them, believe me. And so, they could be
20 politically active.

21 On the other hand, you had language minority
22 groups who were very insular, and very isolated, and felt
23 that they were not receiving their fair share of services
24 because they did not have a tradition, and custom and
25 culture of coming forward and asking for these services in

1 these countries of origin.

2 And so, as to those we had to do a little more
3 outreach, we had to work with the community groups more,
4 we had to make sure we were providing information in other
5 languages and providing opportunities for assistance.

6 And we had, you know, hotlines and call in
7 numbers so people could report elder abuse, and others,
8 and we looked with the public guardians in that respect.

9 So, you had both sides, the very active elders
10 who felt very empowered and had a lot of wisdom to share,
11 and then you had folks who, really, this was new and
12 different and, you know, were fearful, perhaps, of
13 interacting and interfacing with government.

14 PANEL MEMBER SPANO: Yeah.

15 MS. JIMENEZ: And those were all realities.

16 MS. HAMEL: Five minutes.

17 PANEL MEMBER SPANO: Okay, thank you.

18 How did you ensure that they understood and
19 met -- the needs were met for these groups, knowing that
20 there's this communication challenge.

21 MS. JIMENEZ: Well, as I said, one of the things
22 we would always do is go out on actual site visits and do
23 audits. And I remember going on a run, on a Meals on
24 Wheels run to make sure that the meals were actually being
25 delivered to the folks in the various departments.

1 So, we would actually double check and make sure
2 these services were being provided.

3 PANEL MEMBER SPANO: I see.

4 And the politically active elderly, what were
5 their issues and do you recall like were they very
6 passionate about their issues --

7 MS. JIMENEZ: Yes.

8 PANEL MEMBER SPANO: -- did it get contentious,
9 any discussions with them?

10 MS. JIMENEZ: Yes.

11 PANEL MEMBER SPANO: Can you tell me how that
12 went and how either you or any parts of your organization
13 handled that?

14 MS. JIMENEZ: Oh, absolutely. I think issues of
15 transportation, issues of disability access, issues of,
16 you know, crosswalks and protections of the crosswalks.

17 There was serious concern because many elderly
18 were on fixed income, and so if there was going to be an
19 increase. Because the Older American's Act provides these
20 lunches, but they're not free, there's a request for 25
21 cents, or 50 cents, or whatever the amount was, and if
22 there was ever an effort to try to increase that another
23 25 cents, that actually had an impact, you know, daily on
24 the seniors and we had to be aware of that and try to keep
25 those costs low.

1 At the same time, the community groups that were
2 serving these lunches were facing increasing costs in
3 commodities and whatnot, so we always had to try to
4 balance these things and work with folks.

5 But also, wanting to be heard on a range of
6 issues of healthcare, of senior services, of mental health
7 of, as I mentioned, elder abuse, public guardian,
8 financial abuse, all of these issues would come before the
9 Commission and we would try to address them.

10 PANEL MEMBER SPANO: Did the Commission have any
11 serious debate on these issues?

12 MS. JIMENEZ: Oh, absolutely.

13 PANEL MEMBER SPANO: And how --

14 MS. JIMENEZ: Because the Commission, itself,
15 was comprised of our elders, of seniors.

16 PANEL MEMBER SPANO: Were you ever a participant
17 on these discussions?

18 MS. JIMENEZ: In the respect that I was staff
19 and I would make presentations as requested, or I would go
20 and research as requested, and get information for the
21 director to make the presentations.

22 PANEL MEMBER SPANO: Okay. And how do you feel
23 redistricting could address this segment of the
24 population?

25 MS. JIMENEZ: Well, I think like anything else

1 we have to be very mindful of all these different
2 communities and actually do outreach, and connect up with
3 these groups, whether they be the Gray Panthers, or
4 whatever -- whatever the particular groups are, and to
5 that kind of outreach and bring those communities in.

6 There are enclaves of seniors, you know, in
7 communities throughout California and I think we have to
8 make that extra effort to go out there and talk to these.

9 PANEL MEMBER SPANO: Do you think by redrawing
10 the boundaries, the citizens have the power to help these
11 senior citizens with their needs and their issues?

12 MS. JIMENEZ: You know, I think that if there
13 are sufficient to make an effective majority/minority
14 group of seniors or interest -- you know, community of
15 interest, absolutely.

16 Because if there is an effective majority of
17 seniors that live in an area that could be drawn as a
18 district then, obviously, they would want to elect someone
19 who would represent their particular interests in that
20 community.

21 I'm not sure if there would be enough but, if
22 there were, then certainly that's where that would be, I
23 think, particularly helpful.

24 PANEL MEMBER SPANO: Okay, thank you.

25 MS. JIMENEZ: You're very welcome.

1 MS. NEVILLE: Panelists, are there follow-up
2 questions right now?

3 CHAIR AHMADI: I don't have any.

4 VICE CHAIR CAMACHO: I can wait until --

5 MS. NEVILLE: Okay, I just have a couple of
6 questions.

7 Ms. Jimenez, given that you have this wonderful
8 array of experience in the area of Voting Rights Act, how
9 would you make the transition from counsel to client, if
10 you were placed on the Commission?

11 MS. JIMENEZ: I think I could do that. I think
12 one of the ways I'd make a transition is that, as I said
13 before, I'm always willing to learn. And part of being
14 that client is asking a lot of questions, testing the
15 information I get with my own knowledge, but being open to
16 be wrong.

17 And I think, ultimately, if the Commission
18 selects its experts and it's done in a process that is
19 vetted, and open, and transparent and these folks are
20 impartial, then I want to listen to what they have to say.
21 But I will be asking these questions, obviously, and I
22 think that only makes it stronger. You know, having had
23 some experiences, though not extensive experience in
24 voting rights, I can listen to folks, to experts, and
25 really learn from that process and learn from them.

1 MS. NEVILLE: And so related to that, assuming
2 when this Commission is fully formed that its members
3 really complement one another, it may have lawyers that
4 really now the Voting Rights Act, it may have
5 demographers --

6 MS. JIMENEZ: Yes.

7 MS. NEVILLE: -- it may have folks from other
8 areas of expertise, assuming you're on the Commission
9 would you feel a sense of responsibility to help your
10 fellow Commissioners so that they have the same degree of
11 comfort with their understanding of the law that you have,
12 so that you're not -- so that you're all equal partners in
13 your understanding and your grasp of the law. What would
14 you do to help facilitate that?

15 MS. JIMENEZ: Well, I think this is an area that
16 I can be of assistance to a great extent, but I have to be
17 mindful that we're all listening to the same person and
18 we're all interpreting the same information. I think
19 there could be a challenge, if you have different people,
20 with different experiences saying their perspective, or
21 trying -- I think there could be some confusion. So I
22 think, again, as part of the ground rules we have to
23 understand that this is counsel, this is experts that we
24 have collectively agreed is going to advise us, and then
25 my role would be to help interpret and then through my

1 learn-by-doing, sort of through my example, ask the
2 questions up front for everyone, and then help my fellow
3 Commissioners, as they would help me with their experience
4 in statistics, or demography, or whatever, to learn and to
5 be brought up to that level.

6 And I have done that quite a bit in my work with
7 Maldef, in my work right now we go out into the
8 communities, we provide trainings, we provide forums, and
9 I do that quite a bit trying to make these concepts
10 accessible to people.

11 PANEL MEMBER SPANO: Great.

12 MS. JIMENEZ: So, I think I would definitely
13 want to do that.

14 MS. NEVILLE: And my final question, in the
15 current work that you do for Supervisor Molina, do you
16 have interactions with members of the State Legislature
17 and their staff throughout your work?

18 MS. JIMENEZ: No, really very limited. We have
19 a political director and we have different leads for
20 different work that we do. And so, really, our political
21 director is the one who has the direct relationship.

22 Primarily, we work through our CEO office or
23 legislative counsel, who has those relationships through
24 the county.

25 So, I, personally, don't have those

1 relationships. If there were to be an occasion where I
2 would take a call or need to speak to a staff member, I
3 would do so on behalf of the supervisor, but it's very
4 rare, frankly, that I do that.

5 MS. NEVILLE: Are you -- in your current work
6 are you involved in any legislative proposals or are you
7 directly involved in anything where there is that sort
8 of -- although not a direct relationship, but are you
9 currently involved in any sort of legislative work?

10 MS. JIMENEZ: It's funny that you say that
11 because most recently, which I haven't been for the
12 longest time, but as a result of the fall-out of the Bell
13 scandal, and I don't know if anybody has heard about that,
14 we have -- the supervisor proposed a motion in which we
15 are trying -- because the residents of Bell were over-
16 charged with regard to the pension benefits, we're trying
17 to get that money refunded to them.

18 And, unfortunately, there is State law that says
19 that that money has to go back to the school districts.

20 And so, one of the things the supervisor has
21 asked me to do is to work with county counsel to figure
22 out language that might be helpful. So, I've had a very
23 small role in trying to work with county counsel, and we
24 have a lead in our office who is responsible for
25 interfacing and working with the legislature staff, and

1 the Legislature.

2 But, really, that just happened fairly recently.
3 And again, it might come up here and there, but it's quite
4 rare.

5 MS. NEVILLE: Okay, thank you, I have no further
6 questions

7 Panelists? Mr. Ahmadi?

8 CHAIR AHMADI: I don't have any questions.

9 MS. NEVILLE: Ms. Camacho?

10 VICE CHAIR CAMACHO: I have one question.

11 MS. NEVILLE: Sure.

12 VICE CHAIR CAMACHO: I'm just curious, how -- I
13 see that you went to the University of Notre Dame in the
14 mid or the beginning of the eighties. How was it for you
15 to go there, in the eighties, from --

16 MS. JIMENEZ: From Texas, right.

17 VICE CHAIR CAMACHO: Yes?

18 MS. JIMENEZ: It was cold. It was very, very
19 cold. I grew up in San Antonio, Texas, so it was very
20 warm. And I have to say I went -- I grew up, my family's
21 very, very religious, very Catholic, and so for us, the
22 University of Notre Dame is like our Harvard, really.

23 And so the opportunity to go and have this
24 experience in a school that was still in the process,
25 majority male, frankly, because it only kind of became co-

1 ed in 1971. So, I have the distinction of the women were
2 a lot smarter than the men, but we won't say that.

3 And so, the experience was really moving and to
4 this day I think it's a formative and seminal experience,
5 because that's where I really worked on social justice,
6 that's where I really was able to develop this
7 conscientization, this understanding, this commitment that
8 is very deep to social justice.

9 That was also my first exposure to community
10 organizing, because at the time we were working with farm
11 workers, the Farm Labor Organizing Committee, who were
12 trying to get a decent contract, and the only way to do
13 that was to put pressure on the canneries.

14 So, a group on campus decided we wanted to
15 boycott Campbell's and Libby's products on campus, to send
16 a message that we wanted them to come to the table with
17 the growers, who were also stuck in the middle, and the
18 farmers, and the farm workers to develop a good contract.

19 So, imagine, you know, I'm what, 5'3" and I'm
20 going door-to-door with the six foot five football
21 players, asking them to boycott Campbell's Soup and
22 they're like, "I like this soup."

23 So, it was quite an amazing experience, it
24 exposed me to a wide range of communities, community
25 groups, diverse, but in an environment that was very safe,

1 supportive and encouraging of this kind of work. And I
2 think from there I was able to go to -- you know, decide
3 that I wanted to go to law school to begin to change some
4 of the structures and systems that perpetuated
5 discrimination and perpetuated this inequity in our
6 society.

7 VICE CHAIR CAMACHO: Thank you, that was my last
8 question.

9 PANEL MEMBER SPANO: May I ask you another
10 question?

11 MS. JIMENEZ: Sure.

12 PANEL MEMBER SPANO: Okay. Can you tell me or
13 describe the worse experience you had in a group, while
14 participating in group decision making, and what role you
15 played in managing the conflict and the conflict
16 resolution?

17 MS. JIMENEZ: Oh, God. You know, I'm not sure
18 that I have enough time or -- the worst experience in
19 group decision making?

20 You know, just off the top, I think I'm going to
21 have to go back to California Works for Better Health,
22 just because it was -- you know, and again, everyone there
23 was amazing and all the people were just -- I think the
24 structure was such that made it very challenging to be
25 able to get to a decision because you had to go through so

1 many different levels.

2 Literally, I had to write two separate reports,
3 make two separate presentations, to separate boards of
4 directors, and then manage up and manage down in order to
5 get anything done.

6 And so, as incredibly informative and what a
7 great experience it was, it was also extremely challenging
8 in some -- and I think there are a lot of lessons learned
9 there about what not to do.

10 PANEL MEMBER SPANO: What not to do?

11 MS. JIMENEZ: Yeah.

12 PANEL MEMBER SPANO: Did you have to deal with a
13 lot of conflict in trying to bridge common ground with
14 these people?

15 MS. JIMENEZ: Sure, absolutely, because you
16 have --

17 PANEL MEMBER SPANO: And tell me how you did
18 that?

19 MS. JIMENEZ: Well, one of the things that we
20 did was really, first, listening very hard, understanding
21 what is the conflict, is it personal, is it political, is
22 that you just want to be -- you know, you just think the
23 foundations are meddling and just give me the money and go
24 away, and at the same time trying to bridge the interests
25 of the foundation that is really trying to learn something

1 so that it can be applied more extensively.

2 So, trying to communicate with folks past that
3 initial objection was very critical.

4 So, how I did that was literally by going back
5 at it, talking, talking it through, getting people to vent
6 and then, okay, fine, now let's get to the issue, now what
7 it is and how do we make this happen? Having a lot of
8 patience and having a lot of creativity, and adaptability
9 in being able to compromise, negotiate and come to common
10 understanding about the core values that we are both, or
11 all of us are trying to accomplish.

12 PANEL MEMBER SPANO: Okay, thank you.

13 MS. JIMENEZ: Thank you.

14 MS. NEVILLE: If you would like to make a
15 closing -- oh, I'm sorry, Mr. Ahmadi, did you have a
16 question?

17 CHAIR AHMADI: No, I don't have a question.

18 MS. NEVILLE: Okay. If you'd like to make a
19 closing statement, you may, you have about 11 minutes.

20 MS. JIMENEZ: Oh, great. I just want to thank
21 you all again for this opportunity. I feel very
22 privileged and honored to be here, to have come this far,
23 to be in this process.

24 I think, as my supplemental application shows,
25 as I hope my passion shows, as I hope my experience shows,

1 I'm very committed to this work.

2 So, I just want to thank you and thank my
3 supporters, and I hope that I can participate and be of
4 service. Thank you.

5 CHAIR AHMADI: Thank you.

6 PANEL MEMBER SPANO: Thank you.

7 VICE CHAIR CAMACHO: Thank you.

8 MS. NEVILLE: Thank you very much.

9 We will be back at 2:44.

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

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

12 MS. NEVILLE: Good afternoon, it's 2:45 and
13 we're back on record. Welcome, Ms. Ortiz.

14 MS. ORTIZ: Thank you.

15 MS. NEVILLE: And, Panel Members, Ms. Ortiz has
16 requested a notice every five minutes just during the
17 opening five questions, just so you know.

18 So, we'll start with the first one, which is
19 what specific skills do you believe a good Commissioner
20 should possess? Of those skills, which do you possess,
21 which do you not possess and how will you compensate for
22 it?

23 And is there anything in your life that would
24 prohibit or impair your ability to perform the duties of a
25 Commissioner?

1 MS. ORTIZ: Okay. Good afternoon. I'll start
2 with the second part, first.

3 Right now I'm a policy consultant, but really
4 I'm home with my two boys, eight years old and going to be
5 three in October. And so, he's potty trained, just about
6 pre-school ready. And I have a very supportive family and
7 we are very aware of the time commitment and just the
8 enormity of this task. And we've discussed it as a
9 family, and my husband, and family, and friends are a
10 hundred percent committed to helping me do this. And I'm
11 also a hundred percent committed to being on the
12 Commission, to the best of my ability. So, there are no
13 impairments that I have, to speak of.

14 So, as to the skills necessary to become a good
15 Commissioner, my skill's probably not going to surprise
16 anybody here. One is, of course, to be impartial, I think
17 that's very important.

18 My first job out of law school, I was a deputy
19 public defender in Santa Clara County. I think one year
20 as a DA or a public defender is equivalent to five years
21 somewhere else because they really throw you in. You do
22 trials, hearings, everything, you have your own set of
23 clients.

24 So, from the beginning you have to set aside
25 whatever belief you may have in whether this person is

1 innocent, or guilty, or how strongly and passionately they
2 feel about what happened to them, or their facts, and
3 balance it with what the police report says, what the
4 district attorney says, and be able to keep in mind the
5 elements of the crime and put aside whatever personal
6 belief you have and just defend this person whether -- I
7 mean, I personally think everyone needs a vigorous
8 defense. But, you know, whether you find the crime
9 something very reprehensible or whatever, you really have
10 to put aside that and defend this person to the best of
11 your ability.

12 So, being impartial definitely is important.

13 I'll just list the qualities and then I'll just
14 talk about how I possess those as I go in order.

15 Being a good listener, obviously, that's going
16 to be very important. A lot of people speak and it's
17 hard, sometimes, to figure out what the point is. But I
18 think if you listen, you can get it, eventually.

19 And actively -- active listening is so important
20 to gather anyone's trust. When I would meet a client for
21 the first time, it was so important to look them in the
22 eye and maybe let them talk before I had anything to say,
23 so that they can get off their chest what they had to say
24 about what had happened to them, or why they were
25 arrested, or why they find themselves in custody at this

1 time. So, active listening.

2 Being able to understand and interpret data, in
3 the form of numbers and maps, of course it's going to be
4 very important. Some people are very scared by
5 spreadsheets and lists of numbers. And although I was not
6 a math major, you know, I went to law school, I have a lot
7 of familiarity with maps and data. I work in juvenile
8 justice reform.

9 And in juvenile justice reform it's really
10 important not to rely on just anecdotal evidence, but to
11 actually look at data from where juveniles, who may be in
12 conflict with the law are actually living and where they
13 go to school. And you just can't rely on -- even though
14 it's very important, people's street level, you know,
15 police officer's ideas, but it's really good to have the
16 stats.

17 Being able to communicate with a wide variety of
18 people, this State is vast, it's big, there's a lot of
19 people who live in it and they all have different
20 experiences, and it's important to be able to communicate
21 with a wide variety.

22 Also, being able to use very sophisticated
23 language, depending on who your audience is, you don't
24 want to bore people if you're sitting in -- I don't want
25 to be biased, but in a place like Berkeley, where it seems

1 like everybody has a PhD or something, then you could
2 probably move along differently than if you were somewhere
3 else where the concentration of college graduates might be
4 a little bit different.

5 So, I think you have to be able to tailor what
6 you're saying, simple and sophisticated, depending on the
7 audience.

8 I think having a good mix of life experiences is
9 also important. Again, this is a big State, there are
10 some people who probably live here who have never seen the
11 ocean. Which might sound crazy, giving in California, but
12 people have a wide variety of experiences and it's
13 important to have that.

14 I am -- for me, I have had a wide variety of
15 experiences, I've lived all across the State. I've been a
16 very ambitious career person and I've also been a very
17 dedicated stay-at-home mom, who has shut the world out and
18 did not even know something's happened, like my first six
19 months with a baby.

20 So, I've had that, a wide variety of being very
21 out there and being just, you know rocking chair, nursing.

22 I think you also need a good sense of the
23 political environment that we're in. I mean, this is
24 political after all. Have to know a little bit of the
25 history, maybe prior redistricting fights -- or not

1 fights, maybe, but just episodes. And be -- have a good
2 sense of that.

3 I think that you also need a sense -- a little
4 bit of boldness and courage because this is a whole new
5 process and it's -- you know, we really don't know where
6 it's going to go. Something could happen in November to
7 change it all. So, I think you have to be a little bit
8 bold and a little bit courageous and I've expressed that
9 in my life.

10 I was the first in my family to graduate from
11 college, when I finally graduated from college. And I
12 think it takes a little bit of courage to step out from
13 what your normal kind of family environment puts you in.

14 And finally, of course, I'm sure you would all
15 agree with this, actual redistricting experience, that
16 would be a great plus.

17 Fortunately, for me, that's the one area that I
18 have not -- I haven't had a job, or real volunteer
19 experience around that, so I'm kind of -- I'm lacking in
20 that.

21 But in preparing for being on this Commission,
22 I've read the Voters Choice Act, familiarized myself with
23 the Voting Rights Act. Learned new terms, like cracking,
24 and packing.

25 And I was playing around the other night with

1 the Annenberg Foundation redistricting game that they
2 have, so there's stuff out there. I'm a quick learner. I
3 love to read. So, I think I can come up to speed pretty
4 quickly.

5 And already, when I talk to my friends about it,
6 they all think I'm an expert already.

7 So, that would be my answer to question one.

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

16 MS. ORTIZ: Well, in my work I've had -- I've
17 had considerable experience dealing with conflict through
18 my career and in my life.

19 I'm not someone who reflexively shies away from
20 it, I really think conflict is a way -- a conflict --
21 through conflict you can have real progress. And many
22 times conflict is a sign that people really care, and
23 getting emotional about things is a sign that they are
24 very interested and vested in this.

25 And while may make some people uncomfortable, it

1 really is a sign that people are definitely paying
2 attention.

3 So, I'll use a quick example, when I was in law
4 school I was the President of my Latino Law Student
5 Association, right here at McGeorge School of Law, back in
6 the nineties. And during that time, my second year of law
7 school, Proposition 187 was on the ballot, and that was
8 under Pete Wilson, when he was the Governor.

9 And as you can imagine, some of the Latino law
10 students felt that it was very important that some sort of
11 action, some sort of statement was given by the Latino law
12 students about our position on this.

13 Now, in law school there are many, many
14 different people, of course. And even amongst Latinos,
15 not everyone always agrees about whether -- many various
16 things. Just because we're all Latino law students
17 doesn't mean that we automatically have things in common.

18 And one of the things that we had some conflict
19 about was some people felt that the Latino Law Student
20 Association should be more like a cultural organization
21 and not one that's taking political stances.

22 Others felt like this is Prop. 187, this is
23 about the Constitution, whether it's going to be
24 constitutional or not. It's about denying services to
25 immigrants and many of us are from immigrant families, or

1 what have you, how can we not say something?

2 So, anyway, there was a lot of debate, so you
3 can imagine.

4 And how we worked it out was after much talking
5 and having everyone heard, which is very important, we
6 decided that we would take an action. And then it was, of
7 course, what kind of action are we going to take?

8 And some felt, well, we'll just have something
9 to let the rest of the law school community know that we
10 are opposed to this, so maybe we'll just have speakers and
11 a walk out, actually.

12 But there were other people, of course, who have
13 a difference of opinion about a walk out. Many law
14 students can be very conservative, regardless if they're
15 white, black, Latino, and they were like, I paid for my
16 education, I'm not walking out of it.

17 So, our compromise in that sense was that we
18 would start our walk out not -- I mean, the classes at
19 McGeorge, at this time all had kind of set schedules, you
20 knew this was a morning kind of session, then mid-morning,
21 then break for lunch.

22 So, we put it that it was sort of at the end of
23 the last class. So, if you an exam, you had a lecture,
24 you had something you really wanted to listen to that day,
25 you could start the class and then at some point the walk

1 out began. But it didn't start right when the class
2 started.

3 Then the other compromise that was reached
4 because some people said, okay, symbolically, people can
5 walk out. Because it was -- 187 was denying a public
6 education, conceivably, to undocumented.

7 So, we also then scheduled the speakers, because
8 some people felt that they didn't speak while class -- and
9 professors, while class was going on, because that would
10 go against other professors who were teaching a class.

11 So, we decided the actual speakers wouldn't
12 start until it was the lunch hour campus wide. So, that's
13 how we worked out that one.

14 And from there I just learned that you have
15 to -- and how would I apply this to my fellow
16 Commissioners? You have to listen to everybody. Everyone
17 has to have -- everyone has to be heard and you can find a
18 compromise.

19 It's difficult, but I've had experience in the
20 past. That's one where I was actually the president and
21 was really trying to manage all the conflict, and it
22 turned out to be very -- it was a good thing, we actually
23 got TV coverage and everyone felt good about what they had
24 done.

25 MS. NEVILLE: Okay. How will the Commission's

1 work impact the State? Which of these impacts will
2 improve the State the most, and is there any potential for
3 the Commission's work to harm the State and, if so, in
4 what ways?

5 MS. ORTIZ: Well, because it is a new process,
6 it is hard to articulate or predict what the impact will
7 be. But if we do things, if the Commission were to do
8 things well, I think it's hard to argue that there
9 wouldn't be a big impact.

10 The Commission's work could end up changing
11 districts. Those districts can have, maybe, an influx of
12 new people, maybe new opportunities for someone to engage
13 in the process, so that could be a positive thing, in my
14 view, about the Commission's work.

15 As I mentioned before, in November, maybe, maybe
16 this Commission will be even expanded and then their work
17 would become even more important, because it would draw
18 Congressional lines, as well.

19 So, I think overall the impact, if we do things
20 well, that people would have a real confidence in the
21 lines drawn and in the electoral process.

22 I think the potential for harm could also be
23 great. I certainly wouldn't want to participate in a
24 process that would be harmful to the lovely State of
25 California.

1 So, I think everyone's intention is good. But
2 if we end up with maybe the same district lines, or people
3 feeling that this process did not engage the right people
4 in communities, or that we're kind of where we were
5 before, I think that would be a negative thing. Sometimes
6 people are very reluctant to institute any kind of change.

7 And when you get an opportunity to do change, I
8 think you should do it. So, if we were to get this
9 opportunity and kind of end up with a similar feeling,
10 that the electorate may have, that would be negative.

11 I think this process so far has been very
12 transparent and I think that's a really good thing. And I
13 think given our technology that we have, we need to
14 continue on these kind of processes.

15 I mean, there is an old adage that you wouldn't
16 want to see how laws or done or how sausage is made, but I
17 think that's old. I mean, we can see how laws are done
18 and I think that's really important.

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

1 fellow Commissioners?

2 MS. ORTIZ: Well, I can give you a recent
3 example. I am home right now with my boys, but I am
4 volunteering and I'm trying to look for outside
5 employment, and kick up my consulting.

6 So, one of the things I started to do was
7 volunteering as part of a legal team that's helping a
8 community coalition resist a gang injunction that's been
9 placed in their neighborhood.

10 And this community coalition is made up of a
11 wide group of people, who have a wide idea about the
12 police and their role in a community, and many people have
13 had some positive experiences with the police and some
14 have had some very negative experiences with the police
15 that make it difficult for some folks to really sit down
16 and work with people in uniform, unfortunately.

17 But we're trying -- but this coalition was
18 trying to stop this gang injunction and, obviously, you'd
19 want to engage law enforcement. We had a new police
20 chief, who was just less than six months on the job at the
21 time, and many of us felt it was important that we met
22 with this new police chief so that we can gauge where he
23 felt. We wanted to know how unified the city officials
24 were about this gang injunction.

25 And so, some people, though, were so opposed to

1 sitting with the enemy, even though we all didn't feel
2 that way.

3 So, what we did, and many conversations it was
4 super heated, very hard, but we had this goal of meeting
5 with this police chief because many of us felt it was
6 really important. But we couldn't, as a coalition, really
7 meet with this group if the whole coalition wasn't behind
8 us saying, yes, meet with this group and kind of speak for
9 it.

10 So, what we ended up doing and having -- I mean,
11 many times these meetings were 40, 50 people and, you
12 know, you can't just have everyone stand up and give
13 minutes, I mean, you'd be there all night.

14 So, what we decided to do was try the spectrum
15 line. I don't know if you guys are familiar with the
16 spectrum line, it's where you -- people vote with their
17 bodies, basically. Like in a room like this, you would
18 have maybe agree on this side and disagree on this side,
19 and it would be a spectrum, where when you strongly
20 disagree you're way over there. If you strongly agree,
21 you're there. And if you're kind of in the middle, you go
22 along the spectrum.

23 So, what we did is that we asked a series of
24 questions. We got everybody in the room, asked a series
25 of questions about, hey, do you think it's important to

1 work with law enforcement, or variations of trying to
2 tease out where we have something in common. Maybe not
3 working with law enforcement every day, but meeting with
4 the police chief or meeting with your local police
5 captain.

6 So, we were able to kind of tease out where the
7 commonalities were amongst this group. And I have found
8 this many times in a group, many times people are very
9 against something, but if you really listen and kind of
10 hear why they're against it, and if you can assuage their
11 fears or their concerns about it, the kind of resistance
12 can fall away.

13 Also, in conflict, I think there are times when
14 you're not going to solve the conflict. If people are at
15 a point where they're screaming, or shouting, or it's
16 gotten to the point where no one's really listening, I
17 think you've got to parking lot it, you have to table it,
18 okay, let's cool off, let's take a break and then you can
19 get to it. So, we had a little bit of that.

20 But, ultimately, at the end we were able to set
21 up a group who was going to go meet with this new police
22 chief, with the full support and endorsement of the
23 coalition and that was really important to us.

24 MS. NEVILLE: And, finally, a considerable
25 amount of the Commission's work will involve meeting with

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

6 MS. ORTIZ: Well, I really like meeting and
7 talking with people from all over the public. I'm really
8 interested in folks and their motivations.

9 I kind of have an interesting background to how
10 I got where I am, and I'm just very interested in how
11 people just come from living in a small town and being
12 here, or whatever their experiences are. I'm very
13 genuinely interested in people's lives and motivations.

14 I was someone who, you know, at 15 dropped out
15 of high school, and I didn't really -- I didn't graduate
16 from college until I was 26, so there was a big period of
17 time where I wasn't exactly on a fast track, and I think I
18 was just hanging out with a lot of people who normally
19 don't end up on Commissions, or running for State office.

20 So, I love all the folks that had a role in
21 bringing me to where I'm at now, so I really just feel
22 strongly that I can identify with folks on the whole range
23 of the spectrum, as far as educational levels. From
24 people who haven't finished high school, for whatever
25 reason, all the way to the folks who have a PhD.

1 So, in my living and working in different places
2 in the State I've met so many people, I have a lot of
3 empathy for people. I have the ability to speak in -- I'm
4 a fluent Spanish speaker. It would be really wonderful to
5 be able to greet people, as a Commissioner, in Spanish, as
6 long as it wouldn't be offensive to anyone else.

7 I consider myself very approachable. I consider
8 myself a warm person, when I'm not nervous.

9 And I have an open mind and a willingness to
10 learn. I have a -- I'm not too afraid to make mistakes.
11 Obviously, nobody wants to be embarrassed, but I survive.
12 I can say I'm sorry, I made a mistake, I misunderstood,
13 whatever it takes, and I believe in seeing the qualities
14 of -- and the good qualities of people.

15 I really enjoy meeting people from all walks of
16 life in California and I think that's one of the fun
17 parts, if there is going to be a fun part to this, it
18 would be that.

19 MS. NEVILLE: Okay, thank you, Ms. Ortiz.

20 Mr. Ahmadi, your turn.

21 CHAIR AHMADI: Yes, thank you.

22 Good afternoon, Ms. Ortiz.

23 MS. ORTIZ: Ortiz, yes.

24 CHAIR AHMADI: Thank you.

25 Let me take you back to your response to

1 question number one.

2 MS. ORTIZ: Okay.

3 CHAIR AHMADI: And one of the skills that you
4 pointed out as being necessary for the Commissioners was
5 political understanding of the issues or general political
6 understanding.

7 And as part of that statement, I believe you
8 mentioned something about understanding of prior
9 redistricting episodes. Could you please elaborate on
10 that, what do you mean by that?

11 MS. ORTIZ: Well, just in doing some research
12 about this I've some different decades where I think they
13 had a judge panel one time draw the lines. I mean, it
14 hasn't -- it doesn't seem like it's always been done by
15 the Legislature.

16 So, I think just having an openness of the
17 different ways that these lines could be drawn
18 politically, having a sense of how maybe other states have
19 done it, some states maybe have an independent commission,
20 and one could argue where that independence comes from.

21 But, you know, there are different ways to do
22 this and it happens every ten years, so it's great to try
23 something different, learn from your mistakes, not repeat
24 what's already been done, especially if it's been proven
25 in the past to be unsuccessful.

1 So, that would be my answer to that question.

2 CHAIR AHMADI: So, what is your favorite way?

3 MS. ORTIZ: Right now this is my favorite way.

4 I think this is a great process. I think it's very
5 transparent. It's unfortunate that more people aren't
6 aware that this is happening.

7 Even explaining to my family, when I had to list
8 all my husband's siblings, and some who live in Tijuana,
9 Mexico, most live in San Diego, but aren't as engaged in
10 the political process as I wish they would be, and just to
11 explain this is hard.

12 You almost have to go back to a separations of
13 powers argument. You know, wait, this is about -- you
14 know, so I wish more people were aware of this kind of
15 underlying process that really makes the rest happen.
16 You know, people who are going to run in this district and
17 then make those decisions, you know, it really starts with
18 this line drawing.

19 I thought, too, in just doing some research,
20 that there's this movie, documentary coming out in
21 October, called "Gerrymandering." So, it may -- I mean,
22 it's very timely it may be it will bring out more public
23 interest in the process, so people can see what this
24 really is about and how important it is, and it only
25 happens every ten years. And once those lines are drawn,

1 they're drawn and there's no chance to change them until
2 2020 rolls around.

3 And when you have kids, 2020 seems like it will
4 be fast, but it's still ten years.

5 CHAIR AHMADI: Thank you. Thank you so much.

6 In that response you also mentioned that since
7 you applied for the Commission, for a position on the
8 Commission, you have also started training yourself in
9 terms of, you know, what redistricting is about, and that
10 you also mentioned about a game that's on this subject
11 matter.

12 MS. ORTIZ: Yes, the Annenberg Foundation.

13 CHAIR AHMADI: If you compare your knowledge now
14 to the time that you initially submitted your application,
15 how do you compare yourself in terms of your interest,
16 your motivation, your dedication, commitment?

17 MS. ORTIZ: Well, when I first started in the
18 process I thought it was just a really good idea and I was
19 responding to calls that were coming through internet, you
20 know, list serves I was on, saying, hey, there's this
21 Citizens Commission thing happening as a result of Prop.
22 11, and why don't you join?

23 So, I didn't realize -- I mean, you know it
24 happens every ten years, but it didn't really hit the
25 radar. But I thought, wow, a Citizens Commission.

1 Because I think I voted for Prop. 11, but you forget, I
2 think, that this is really happening.

3 So, I was very interested and I did apply, of
4 course. And since then it's just fascinating. It's such
5 an important process and it is a process that could
6 happen, you know, behind closed doors, as it has happened
7 and, really, who would really know about it?

8 Unless you're very politically involved, I think
9 the average person just, you know, allows the politicians
10 to do their work and represent them, and they don't really
11 see that underlying, wait, you live here and, you know,
12 don't really get that right away.

13 But that's important information to have. So, I
14 think I've enjoyed -- some of it is dry, but I'm used to
15 reading dry stuff from law school.

16 But the manifestation, the public -- I can't
17 even say the word, this -- when this actually comes to
18 life and it really starts affecting people, and you really
19 start seeing it's this town, it's this river, I think it's
20 really going to bring it up for people to really pay
21 attention.

22 Because, for example, in the gang injunction,
23 it's hard to get people in North Oakland, who may be
24 affected by this gang injunction, to really understand
25 that it was happening because most people think it's

1 gangs, it doesn't affect me.

2 But when we would show people the map that this
3 safety zone would place restrictions on certain people,
4 then people were like, wait, I live there. Oh, my
5 property values could go down because I'm living in a gang
6 injunction zone, or I may have to, if I sell my house,
7 tell people that this is my situation?

8 So, people in the abstract, unless they know how
9 it affects them directly, can easily not pay attention.

10 But if you can bring it to them and say, hey,
11 this has to do with you, with how resources are going to
12 be expended in your town, how decisions are going to be
13 made and who's going to be elected to make those
14 decisions, then I think people perk up.

15 And you just have to kind of wake some people up
16 sometimes because many times you see the space, we let
17 people, the professionals kind of take care of things.

18 And that's good, but in a democracy it really
19 takes everybody and you just can't cede that to anyone,
20 you have to take your own personal responsibility.

21 If you think California has a problem, what are
22 you doing to change it? Come, come and get involved.
23 Whatever part in California that you feel is not working
24 properly, whatever, in the field of education, health, you
25 know, criminal justice policy, police, people have to,

1 okay, come help figure it out. You can't sit on your
2 couch and, you know, watch Lou Dobbs and think things are
3 going to change.

4 CHAIR AHMADI: Participation.

5 MS. ORTIZ: Big.

6 CHAIR AHMADI: You mentioned, if I heard you
7 correctly, that initially you received some calls from
8 some organizations of people that --

9 MS. ORTIZ: No, not calls. I got e-mails from
10 groups that I'm on a List Serve, saying that this was
11 happening, that there's this Citizens Commission that --
12 just alerting me of the deadline.

13 No one, specifically, ever called me and said,
14 hey, why don't you apply for this. No, no. I just saw
15 it. If anything, I let people of color that I know,
16 because I know a lot of great people who, like I said on
17 my application, they should be running for things, why
18 don't you try to do this?

19 And, you know, people do need encouragement.
20 So, what I did is I tried for it and then I tried to
21 encourage as many people as I knew, people of color,
22 because I think diversity's is so important in the State,
23 to engage in this process and to try.

24 I mean, the initial thing was, you know, a few
25 questions on the internet. So, I, personally, told people

1 to do it and I responded to it.

2 Just because when there's a call for diversity
3 and people to get involved, I think it's really important
4 for African American, Latinos, Asians, under-represented
5 folks to seize the opening.

6 CHAIR AHMADI: Could you name those
7 organizations that sent you e-mail?

8 MS. ORTIZ: I can't even remember. Maybe one
9 was the Equal Justice Society, maybe they -- I think maybe
10 that would have been one. But I can't think of any one
11 specific.

12 CHAIR AHMADI: Thank you.

13 You also mentioned, used the term "safety zone."

14 MS. ORTIZ: Uh-hum.

15 CHAIR AHMADI: Could you elaborate on that,
16 please?

17 MS. ORTIZ: Well, that's the term that the
18 police put together, that's their term of art. And what
19 it is, that's what they call the area inside the
20 boundaries of the gang injunction.

21 And most gang injunctions, the ones that have
22 been implemented in Los Angeles, are usually a small block
23 area around a park, or a convenience store, you know,
24 maybe eight blocks of a neighborhood.

25 The one that they put in, it's on a temporary

1 basis, unfortunately, in Oakland, is a hundred-block area,
2 it's huge. They call it a safety zone.

3 CHAIR AHMADI: Okay, thank you.

4 As a Commissioner, should you be selected, what
5 would you do to increase participation by the public and
6 at what point that is -- I mean, is there a point in time
7 that participation is more important than other times/

8 MS. ORTIZ: I think in a political process
9 public participation is important from the beginning to
10 the very end. But, obviously, early on and coming to a
11 new area, it's important to have public participation so
12 that we can learn from people who live in that town, city,
13 rural area what their experience have been.

14 And public participation needs to happen prior
15 to those decisions that are made that are final. So,
16 those kind of deadlines, timelines have to be communicated
17 to the public. I mean, things do roll forward, the
18 windows do close.

19 Sometimes I've come across some people who I
20 think should have applied for the position and I feel bad
21 that it's closed, you know, it's too late. So, there are
22 deadlines. So, I just think the Commission would have to
23 get the word out, maybe use this film, use popular culture
24 more, use the media, use local time, billboards. It's
25 just important to let folks know that this is a decade,

1 once-a-decade process and it's happening now, come
2 participate.

3 CHAIR AHMADI: What information will you be
4 seeking?

5 MS. ORTIZ: Well, obviously, communication --
6 I'd want to learn about what that area is more interested
7 in, what their interests are, what resources they may
8 have, that they may be interested in augmenting, or
9 protecting. I would want to know, you know, just the
10 basic stats, you know, registered, who's registered.

11 If there's not a lot of adults registered I'd be
12 curious how come more people aren't even registered.

13 I mean, I'm not -- I think you make a fair
14 process and then you let it go. So, I mean, you let it
15 run its course.

16 So, as long as it's fair, you know, I think
17 it -- you know, I'm not so concerned at who the outcome,
18 the ultimate winner is of a new drawn district, it's
19 just -- it would be great just to have more participation,
20 just to have more people involved in it, that would be
21 good.

22 CHAIR AHMADI: Okay. Thank you, again.

23 What information do you think is needed for
24 redistricting, and if you can also help me understand the
25 different sources that you think might be available to

1 provide that information or data?

2 MS. ORTIZ: Well, a lot of our government, local
3 agencies and government agencies collect a lot of data, so
4 I would love to know just, you know, adult population,
5 registration, political parties. Basic demographic
6 information, you know, where people live, where the
7 industry is, where the residential places are.

8 I think it will be interesting to know if you're
9 in a town and it's a one-high-school town, or it doesn't
10 have a high school, or just kind of basic educational
11 structures, I'm just curious about that, myself.

12 Because I think sometimes if there are not a lot
13 of adults registered, you know, what kind of educational
14 opportunities have people had in this particular area?

15 But I can't think of anything that wouldn't be
16 important. I mean, obviously, you can't get all the
17 information in the world, but I think whatever people at a
18 public meeting came and talked about would be interesting
19 to at least note and pay attention.

20 Because I think people who kind of leave their
21 comfort zone and maybe order pizza, and get the kids a
22 babysitter to show up at public meeting is really
23 important. If they've come this evening to hear this
24 panel, I think everyone definitely should be heard. And
25 what they have to say, even if it sounds a little bit off

1 topic, it's really important to listen.

2 CHAIR AHMADI: Thank you.

3 You mentioned demographic information. What do
4 you mean by that and how would you use that in the
5 redistricting?

6 MS. ORTIZ: Well, I would like to know just
7 percentages, how many adults, senior citizens live, how
8 many are kind of in my middle group, or how many young
9 people, just basic. Is one town next to another bigger,
10 you know, twice as big as another one? Just knowing basic
11 stats, just to give you sort of a picture. Incomplete
12 picture, obviously, because they're just numbers, but give
13 you a sense so maybe you can compare it to what you
14 already have in your head. Oh, this is a city the size of
15 Berkeley, I can picture it, or something.

16 So, that kind of information would be important.

17 CHAIR AHMADI: And how would you use that
18 information in the decision making process?

19 MS. ORTIZ: Well, it depends on what the
20 decision would be.

21 CHAIR AHMADI: I mean, for the redistricting,
22 for redrawing the lines.

23 MS. ORTIZ: Right. Well, you would use it so
24 that you can maintain or assist communities in making sure
25 their interests are respected and making sure that

1 resources that may be important to them are managed
2 equitably.

3 CHAIR AHMADI: Okay. You mentioned communities
4 of interests that they may have --

5 MS. ORTIZ: I know it's a term of art, I was
6 trying to --

7 CHAIR AHMADI: What do you mean by that?

8 MS. ORTIZ: A community of interest.

9 CHAIR AHMADI: What makes a group of people a
10 community and what factors or elements play a role in
11 their preferences or interests?

12 MS. ORTIZ: Yeah, there can be so much. You
13 know, we know it's not just a demographic area, right.
14 So, it could be people who are long-haul truckers. They
15 may not all live in the same area, but they all drive
16 trucks and have the interests of people who drive trucks.
17 That's kind of like one off the top of my head.

18 People talk about a gay community, and not all
19 gay people are living in the same place, obviously, but
20 they may have interests.

21 The same with, you know, any -- I mean, there
22 could be so many things. As much as how there is
23 diversity in people, there could be a diversity of
24 communities of interest.

25 I think it's really important that we surface

1 those interests as much as possible and that we are aware
2 of it, so that when we draw these lines, people feel that
3 these lines are drawn equitably, that their votes are
4 being recognized and not diluted, and that the process is
5 fair.

6 CHAIR AHMADI: Thank you so much.

7 I'm kind of running out of time here, but I have
8 to make a decision which question to ask next.

9 What will cause you to be able to say at the end
10 of the work, let's say it's November of 2011, to claim
11 that you're successful, that it's a good job, it's a job
12 well done?

13 MS. ORTIZ: If we were able to have people feel
14 that there's been integrity in this process, that they've
15 been able to impact it, that they've been heard, that they
16 can for the most part get behind the lines that have been
17 drawn, and if those lines are drawn in a manner that
18 contradicts the way they would have done it, that they at
19 least have an understanding of where and how the
20 Commission came about to what they're doing.

21 So, that it doesn't look like anything happened
22 with any sort of undue influence, or influence that isn't
23 supposed to be part of the process.

24 I think it's really important that the public
25 feels that this Commission has acted with integrity and

1 transparently.

2 Because then that could be the basis of maybe a
3 new energy, new idea about the electoral process. Because
4 I think right now, I mean when they do these polls, it
5 seems like people feel sort of negatively toward
6 Legislators in Sacramento.

7 And that's unfortunate because everyone there is
8 working really hard and trying to do the best they can and
9 not -- you know, no one is, I think, actively trying to
10 screw someone else, excuse me.

11 But sometimes that's what happens and unless
12 people can realize how we got from point A to B, and
13 understand it, they can impute all kinds of nefarious kind
14 of motivations that aren't part of it, necessarily.

15 So, I think being transparent so that people can
16 understand what this process is, is really important.

17 And at the end of the day, if we come with lines
18 that we can defend because they've been drawn with public
19 participation, with integrity, with transparency, then I
20 would feel very accomplished and feel very good about
21 that, that we can defend it.

22 MS. HAMEL: One minute.

23 CHAIR AHMADI: Thank you. I have only one
24 minute, let me ask this last question.

25 You have a unique experience from our late

1 teenage --

2 MS. ORTIZ: Yes.

3 CHAIR AHMADI: -- you responded as part of the
4 question number five.

5 MS. ORTIZ: Yes.

6 CHAIR AHMADI: What value does that bring to the
7 Commission, how does that help you, should you be selected
8 as a Commissioner?

9 MS. ORTIZ: Well, I'm someone who understands
10 more than I think the average person, that young people,
11 who they are at 15, at 16 is not who they can be at 25 and
12 29. And so many times when I hear people say, oh, we've
13 lost a generation or what can we -- are you kidding me?
14 Young people and even adults have a tremendous capacity
15 for growth and change, if they want to do it.

16 So, I understand. I'm living proof that who you
17 are at 15, because I'm a very different person --
18 obviously, I'm much older. But you can really change.

19 And it's one thing that has helped me work with
20 at-risk youth, because I can say I've been there, I was
21 there and you can change. If they really want to.
22 Obviously, people sometimes get caught up in their
23 lifestyle and their belief system, and it's hard to split
24 them.

25 But if somebody really wants to change, it can

1 happen. And I think that's one of the wonderful things
2 about being in America is that you can pick up stakes and
3 start a whole new life, it's wonderful.

4 CHAIR AHMADI: Thank you. Thank you very much,
5 no more questions.

6 MS. NEVILLE: Ms. Camacho.

7 VICE CHAIR CAMACHO: Thank you. Hello, Ms.
8 Ortiz.

9 MS. ORTIZ: Hi.

10 VICE CHAIR CAMACHO: I have a few questions that
11 I'd like to just get a little bit of clarification --

12 MS. ORTIZ: Sure.

13 VICE CHAIR CAMACHO: -- and make sure my
14 understanding's correct.

15 MS. ORTIZ: Okay.

16 VICE CHAIR CAMACHO: When you were talking about
17 the harms that could be incurred by the State if the
18 process wasn't performed correctly, one of the statements
19 you said, "if the Commission doesn't go to the right
20 organizations." Can you kind of elaborate on that?

21 MS. ORTIZ: Well, I don't think I meant to say
22 right organization, as if there was a right or wrong
23 organization. I think I just meant to say that we should
24 be able to tap into existing organizations, or existing
25 processes and structures in a city, or in a county and let

1 them know what this process is about, so that they can, in
2 turn, talk to the people that they work with.

3 I mean, we have to get the word out through a
4 lot of places, obviously, organizations, nonprofits,
5 churches, schools, just different places where the public
6 may gather, so that they can be informed about this
7 process, maybe educated a little bit about the importance
8 of the process.

9 And then, my God, get them excited to show up to
10 say something.

11 Because as I have mentioned, you know, this is
12 only every ten years and this is a new process, a Citizen
13 Commission. And we've all been vetted and here we are, so
14 come and tell us. This is an opportunity, you know, it's
15 not -- it's not like someone, an elected Legislator's
16 going to decide this, this is another member of the
17 public, just like you, is going to figure this out.

18 So, I don't think there's a right organization,
19 I think all the organizations and all the people who have
20 an interest in a particular area should feel free to
21 engage and impact the process.

22 VICE CHAIR CAMACHO: Okay.

23 MS. ORTIZ: And if they didn't, that would be
24 harmful.

25 VICE CHAIR CAMACHO: That's good.

1 During your volunteer endeavor with the gang
2 injunction --

3 MS. ORTIZ: Yeah, the formal name is Coalition
4 to Stop the Gang Injunction.

5 VICE CHAIR CAMACHO: Okay. With this coalition,
6 you talked about the coalition was made up of a wide
7 variety of people. Can you kind of tell me about the wide
8 variety of people that made up this coalition?

9 MS. ORTIZ: Well, for one thing, the coalition
10 was formed by an organizer who realized what the city
11 attorney was planning to do, and said, I want to do
12 something about that. So, he put a call out to people he
13 knew, he put it on Facebook, he sent e-mails, and he
14 said -- he got a space and he said -- he knocked on doors
15 and he said come to this spot and we're going to talk
16 about what's coming through from the city attorney.

17 And so, lots of people responded to that call.
18 Some were working with organizations that were naturally
19 concerned with police activity, organizations like
20 Critical Resistance, who works a lot with prison things,
21 and so, of course, you interact with police and sometimes
22 you end up in jail or prison.

23 And a lot of people, who live in North Oakland,
24 and they're just residents. And some were residents for
25 20 years and some were what I call kind of hipsters, who

1 came from San Francisco for the cheap flats, you know.
2 Everybody came out. Not everybody, because there's a
3 strong group who was pro gang injunction, of course.

4 But people who were against it did come. And
5 I've been always surprised by the wide variety and not
6 just what people do for a living, because we've got
7 lawyers, we've got people who are teachers, we've got
8 people who are organizers, we've got people working
9 nonprofit, we just have a bunch.

10 But age-wise, we have teenagers who show up to
11 this meeting, we have people in their twenties, thirties,
12 we have retired people who are concerned about continued
13 law enforcement activity that just leads to incarceration
14 rather than to certain prevention or intervention services
15 that might be put in place prior to something like this
16 being levied by the city attorney.

17 So, I was just really gratified by that, that it
18 was people you wouldn't expect. I mean, sometimes -- I
19 don't mean know age respect, but sometimes little, older
20 white-haired women, coming in to say I don't think this is
21 right, and it really defied stereotypes.

22 And it was really nice just to see a lot of
23 people come together over what you think would be, you
24 know, kind of interesting, gang injunction, but some
25 people really caught on to what this could mean and how,

1 if you engage in something, that means you're not doing
2 something else. Which means, maybe, kind of the
3 intervention and prevention might be forfeited because
4 money and dollars are spent on this part.

5 And there were people who said, I don't know if
6 that's the best thing right now, here, and they came out
7 for it. And I liked that because when folks are affected,
8 and people knock on doors, a lot of people respond and a
9 lot of people responded to this. So that was very
10 gratifying.

11 VICE CHAIR CAMACHO: How did you get involved in
12 this coalition?

13 MS. ORTIZ: I just responded to the call that
14 this organizer put out and I showed up and I -- of course,
15 I have legal skills, so I became part of the legal team.

16 VICE CHAIR CAMACHO: So, you were part of the
17 legal team and you were saying that this coalition went
18 door-to-door. Was that also something that you did?

19 MS. ORTIZ: I didn't personally do that. I have
20 done some outreach.

21 We were divided up, there's a legal team,
22 there's an outreach team, there's a media team, there's
23 different parts. So, it's a big coalition, there's about
24 40 people who attended regularly. And for a while we were
25 meeting every Tuesday, so four times a month.

1 So, I have done outreach. I haven't knocked
2 door to door, but more the other organizers do that. But
3 I have gone to like concerts and tabled, and talked to
4 people about the issue, and I really enjoy that.

5 It's just hard. I mean, again we're in teams
6 and I'm kind of on the legal side. I can do outreach
7 whenever. It's just with the kids it's really hard. I
8 kind of just try to give what I can and volunteer, and
9 make sure I don't put too much on my plate.

10 VICE CHAIR CAMACHO: I just want to make sure
11 that I understood one of your -- what you said on one of
12 the comments. When you were saying that the individuals,
13 there was quite a few individuals that came, and the
14 individuals that didn't come, why do you think the
15 individuals didn't come?

16 MS. ORTIZ: The city has set up what's called
17 NCPCs, neighborhood crime prevention councils, and many
18 people attend those meetings, and those -- and that's
19 where I believe the city attorney and most law enforcement
20 got their support for this gang injunction, from people
21 who attend these neighborhood crime prevention councils.

22 And sometimes these councils have a very law and
23 order type of -- you know, they want streets a certain
24 way, you know, cleaned up or whatever. And, of course, we
25 all want that. But the method may be different from

1 something that someone who's not connected to NCPC might
2 see, because they tend to be a little bit dominated by
3 more of a law enforcement type -- like law enforcement
4 attends many times.

5 And many times people want -- I can totally
6 understand feeling unsafe in your neighborhood and wanting
7 something to be done about it.

8 However, sometimes if someone has a solution,
9 like law enforcement, they have one solution and they
10 don't have or they don't take into account other things
11 that could work to prevent, or to help someone feel more
12 secure in their neighborhood, certain preventions,
13 interventions that the police -- you know, they're kind of
14 a hammer, so they see the nail.

15 So, it's good to have sort of like someone who
16 believes in a certain way to heal someone, they're always
17 going to come up with that kind of healing part and
18 someone may think, well, you could try this, you could try
19 this. But if you ask this person, that's their favorite
20 way.

21 So, of course, a law enforcement idea, they
22 arrest people, they incarcerate, that's how they solve
23 this problem.

24 There may be other ways to solve the problem,
25 but if you only get this kind of one idea from this

1 person, you may not know it. And some people only trust
2 certain voices, they only want the solution that comes
3 from law enforcement. They may not be aware that there
4 may be other solutions.

5 So, we have invited many people from those
6 councils to come to our meeting, but sometimes people are
7 a little reluctant.

8 We've gone to theirs and we have urged the city
9 attorney to get us all in one room, so that we can have a
10 real community debate about it. But there are folks who
11 resist that.

12 VICE CHAIR CAMACHO: So, the people that don't
13 come to the coalition organization or this other
14 organization, do you think there's -- it's either people
15 go to the coalition organization or this organization, or
16 is there others?

17 MS. ORTIZ: No, some people just, I guess,
18 aren't concerned or they're fine with the neighborhood or,
19 you know, they're just not -- it's not on their radar at
20 all.

21 But if you are concerned with crime in your
22 neighborhood, the first place I would go would be this
23 Neighborhood Crime Prevention Council, obviously.

24 But, if in that council you are only given
25 certain solutions and not really exposed to the wide array

1 of intervention or prevention that can be used to
2 ameliorate whatever problem you may be experiencing in
3 your neighborhood, then you may only see one -- you know,
4 this one law enforcement solution, where there's other
5 people in the community who may think, hey, there's other
6 ways to tackle safety and crime issues that don't entail
7 placing certain people in that neighborhood under very
8 harsh restrictions.

9 And using, you know, the gang injunctions in
10 order to be put in place are used, are done through the
11 civil courts. And in the civil court, you don't have the
12 right to an attorney the way you do in a criminal court.

13 So, someone who's made subject to a gang
14 injunction doesn't have a right to a lawyer because it's a
15 civil court.

16 And many times people who are involved or
17 perceived to be involved in gang activity don't have a lot
18 of funds to vigorously defend their rights, and can be
19 easily tagged as part of something that they're not simply
20 because they belong to the same class, or the same race of
21 that person, or live in the same neighborhood.

22 And in order to defend this, it all happens in
23 civil court, you have to get your own lawyer.

24 And that just, for me, as an attorney, that
25 really ran counter to what I think this -- our system has

1 always provided counsel for folks, and I think it's a way
2 to circumvent these very important constitutional rights.

3 Does that answer that question?

4 VICE CHAIR CAMACHO: yeah.

5 MS. ORTIZ: Okay.

6 VICE CHAIR CAMACHO: What do you perceive as the
7 reasons for the disproportionate representation of African
8 Americans and Latinos in our criminal justice system?

9 MS. ORTIZ: Oh, we've got way more than 20
10 minutes, then, for that. Okay, way more.

11 There are so many. I'll just start with one is,
12 in the last, let's say 20 years, there's a policy
13 instituted in a lot of schools, zero tolerance, we're all
14 familiar with it.

15 And many times that had the effect of zero
16 tolerance, no tolerance, so people were pushed out,
17 expelled, placed out of schools. And many times for a
18 young person, if you're not connected to a school, you can
19 open yourself up to being in a position where you're not
20 in a productive activity and can get caught up in some
21 maybe negative circumstances, and pretty soon you can be
22 involved in the criminal justice system.

23 I mean, that's just one thing I can point to off
24 the top of my head, zero tolerance. I think many times
25 schools that serve African American and Latino populations

1 are under-resources, or differently resourced than schools
2 in other populations. I think sometimes, as a culture, we
3 tend to maybe not value, sometimes, an African American
4 child or a Latino child the same way, or at least it looks
5 that way sometimes, with the effect. And that's very sad
6 to me.

7 I mean, there are so many reasons, there are so
8 many -- so many circumstances.

9 But I really think that -- and this has been
10 proven in areas that have done a real -- have tried to
11 really fight the disproportionately in different counties,
12 things can be done. There are a lot of things that can be
13 done to reverse that. It takes a lot of work and it takes
14 a lot of statistic gathering, and it takes a lot of
15 political will on the part of county officials, public
16 defender, district attorney to really say, hey, this isn't
17 right, this looks funny.

18 Even though you never meet one person who's
19 going to say, yes, of course that black kid, I'm going to
20 discriminate against him. You never meet anyone that does
21 that. Of course, no one does that on purpose.

22 But the system has an affect of really
23 disproportionately engaging more people of one race than
24 another. And at some point you have to really examine
25 what those causes are and try to do something about it

1 because it looks -- it's not equitable.

2 I mean, I just saw a report that we're
3 graduating 50 percent of the African American boys in our
4 State, and I just, personally, find that unacceptable.

5 And, actually, I don't think California should
6 feel so bad because I saw New York was at 28 percent,
7 which is less than a third, which I find shocking.

8 I think young people are our resource, and every
9 young person. And in a State as diverse as California, we
10 need to capture and engage every young person so that they
11 can develop into a fully formed, taxpaying, contributing
12 adult. And it's just not acceptable that people end up in
13 a system, like our prisons, where they're just caged and
14 they're not really productive and they're not contributing
15 to society. We need to decrease our prison population, we
16 don't need to keep locking more and more folks away.

17 VICE CHAIR CAMACHO: Thank you.

18 You were talking about all this data that needs
19 to be brought in. I see that you have spent the career
20 that I -- or the employment history that I see that you've
21 put on the application, a lot of it is dealing with the
22 juvenile justice system.

23 MS. ORTIZ: Exactly.

24 VICE CHAIR CAMACHO: Can you tell me a complex
25 situation that you had to investigate and the outcome for

1 that?

2 MS. ORTIZ: Well, here's -- my first -- as I
3 mentioned earlier, my first job out of law school I was a
4 public defender, I was a deputy public defender.

5 And I enjoyed the job immensely until I did a
6 tour of representing juveniles. And when I represented
7 juveniles, I realized that the system wasn't really set up
8 as far as me, as an attorney, to really help young people
9 in the manners, many times, that they needed.

10 Of course, they needed a vigorous defense
11 against the crimes that they were accused of. But many
12 times these young people were in this situation because
13 they weren't in school, because they lacked a good, stable
14 family environment, because they didn't have parents.

15 So, there were many factors that contributed to
16 their delinquency that an attorney really had nothing -- I
17 couldn't help, and I couldn't fix their home, I couldn't
18 get them back in school. I mean, that's kind of more of a
19 social worker stuff.

20 And I just realized that I really wanted to help
21 them.

22 And it was during a period where Proposition
23 21 -- all these propositions -- 187.

24 But Prop. 21 was coming and that's the one that
25 allowed for an easier transfer of juveniles to the adult

1 system.

2 And I just saw, as a line person defending
3 juveniles, that that was just going to be even worse.
4 These folks needed -- when you're under 18 you need --
5 especially if you're in a lot of trouble, you need a lot
6 of love, you need a lot of help, you need a lot of
7 guidance.

8 And putting a very troubled young man in
9 isolation for 23 hours, the way we do sometimes, is not
10 necessarily the way you're going to solve it.

11 And so, I decided, it was kind of crazy, because
12 I thought I was a career public defender, I really did,
13 that I was going to become more of a reformer and try and
14 reform a system that I thought was really not serving
15 people who looked like me and had the same experience I
16 had.

17 Does that answer it, kind of?

18 VICE CHAIR CAMACHO: Okay.

19 MS. ORTIZ: I guess -- and I mean, then I
20 embarked on -- and it's very difficult to reform a
21 juvenile justice system and there's so many moving parts,
22 so many stakeholders, from the PD, the district attorney,
23 the probation officers, social workers, anyone, people who
24 interact, and the family, there's so many people and
25 organizations that impact this young person.

1 And it seems like with all these resources, and
2 all these bright minds, we should be able to come up with
3 a better solution than simply punishment. Not that they
4 don't need to be punished because, of course, every act
5 against, you know, criminal acts, there has to be
6 consequences.

7 But sometimes we take a kid, who's made a
8 mistake, and they pay for it with the rest of their lives.

9 VICE CHAIR CAMACHO: Thank you.

10 PANEL MEMBER SPANO: Good afternoon.

11 MS. ORTIZ: Oh, that's it.

12 PANEL MEMBER SPANO: It's my turn. Do you need
13 to drink some water?

14 MS. ORTIZ: Yes. It's when I talk about juvenile
15 justice it's like, ah, that's where my real -- I can lose
16 my head sometimes, sorry.

17 PANEL MEMBER SPANO: Okay, I'll ask you about
18 that later.

19 MS. ORTIZ: Okay.

20 PANEL MEMBER SPANO: What did you learn about
21 the needs of these people that would assist the Commission
22 in understanding this segment of California?

23 MS. ORTIZ: What did I learn?

24 PANEL MEMBER SPANO: Yes.

25 MS. ORTIZ: About which people, I'm sorry?

1 PANEL MEMBER SPANO: About the youth and the
2 people involved, the probation officers, and social
3 workers and the --

4 MS. ORTIZ: Oh. One of the great things I've
5 learned is that for many people it's not a
6 Democrat/Republican issue, people really do want to help
7 young people.

8 They may have different ideas about what's the
9 most helpful thing. You know, sometimes people on the
10 right may think more about boot camps, or very kind of,
11 you know, we need to crack down harder them or something.
12 So, people have different ideas, but it's not a left or
13 right. I think most people want to help a young person.

14 The argument is about what's the best
15 intervention and what's the best way to help. But most
16 people I think agree, wherever they are on the political
17 spectrum, that young people are sort of a special class,
18 that as adults that we should do a better job of helping
19 young people.

20 Particularly those who come from families who
21 have difficulties already, maybe they have absentee
22 mothers or fathers. You know, those folks we really
23 should be able to, I think, as a very wealthy State, have
24 better process for those folks.

25 PANEL MEMBER SPANO: With these specific youth

1 that were involved in your public defender work, how would
2 you assist the Commission understanding that segment of
3 the population?

4 MS. ORTIZ: Well, I think it's really important
5 for the Commission to keep in mind young people, and their
6 needs, and their resources. I mean, a lot of people,
7 young folks, aren't engaged in the political process
8 because I think it just -- it doesn't look like it
9 reflects their needs.

10 I mean, I'm just thinking about the recent hikes
11 in tuition for the University of California. I mean,
12 these folks need their education and this is -- you know,
13 the master plan in 1960, that this State was operating
14 under, was a beautiful plan that we've, I think, slowly
15 been chipping away a little bit.

16 And young people, you know, they didn't -- they
17 often -- you know, they're under 18 many times, of course,
18 that's the certain population, they don't get to vote on
19 the class sizes. They just walk into kinder and there's
20 now 40 students and, you know, last year they had 20, and
21 how can they possibly get the teacher's attention.

22 So, sometimes, because I think they're not a
23 strict voting block, or you have to be a specific child
24 advocate, youth is not even on the radar, and I just don't
25 think that's right.

1 PANEL MEMBER SPANO: How would you apply the
2 lessons learned in your public defender work to the work
3 of redistricting?

4 MS. ORTIZ: Well, being impartial is really
5 important. I know I have my own personal beliefs about
6 things, but I am very able to set aside those beliefs and
7 really work for the common good. So, that's always been
8 good.

9 I've been to, as a PD, you have to hold kind of
10 conflicting realities and ideas in your head. Because on
11 the one hand you have someone telling you maybe a very
12 different story as opposed to what the police may have
13 said about something.

14 So, being able to hold those contradictions and
15 still not be crazy is really important.

16 PANEL MEMBER SPANO: So, to illuminate or
17 minimize the craziness, how did you determine, when you
18 had a certain set of facts presented by law enforcement
19 and the youth's perspective on how the actions or the
20 issue took place, how do you determine what was relevant
21 and what was not?

22 MS. ORTIZ: Well, obviously, you have to keep in
23 mind what the crime is, and what the elements of the
24 crime, and rules of evidence about what actually can be
25 brought into -- if you were to go to trial, you know,

1 whether that evidence can be introduced.

2 PANEL MEMBER SPANO: Uh-hum.

3 MS. ORTIZ: So, you just have to keep in mind
4 your legal work. Also, a lot of times, just because you
5 have a lot of legal knowledge, you need common sense. So,
6 if someone tells you something, of course, you want to
7 represent people, but if you know it kind of goes against
8 common sense, but I still want this person to believe that
9 I'm their side, you know, I'm going to be open.

10 But in my head, obviously, you've got to have
11 your idea about things and keep your common sense about
12 you. Like, is it really -- does it really make sense that
13 X would have happened.

14 PANEL MEMBER SPANO: Sure.

15 MS. ORTIZ: You know, just common sense is so
16 important.

17 And in dealing with people, especially the
18 public, you know, just remember we're all people with the
19 life experiences, and just being open is really important.

20 PANEL MEMBER SPANO: As a Commissioner, if you
21 were selected, how would you, knowing how you assess
22 information like that, at that level, siphon out what's
23 relevant and not, when you have to consider public
24 testimony, you have to consider the analysis of census
25 data, how would you do that?

1 MS. ORTIZ: Well, obviously, you have to start
2 with the legal criteria, right, so we all stay in accord
3 with what the law says.

4 PANEL MEMBER SPANO: Uh-hum.

5 MS. ORTIZ: So, you start with that and then
6 that kind of helps you kind of figure out what -- you
7 know, that may be important, but it really doesn't -- it's
8 not written in the law as something that we have to look
9 at or that we need to really pay attention to, so I think
10 I'd start with the law.

11 PANEL MEMBER SPANO: Uh-hum.

12 MS. ORTIZ: And I mean having an openness to
13 hear things that may be contradictory to what you expect.
14 I think many times -- you know, ten years has passed since
15 the last census and maybe if people think this place is
16 still more liberal when, in fact, it's gone a little bit
17 more conservative. So, you have to be open. You can't
18 have anything too fixed. I think you really need sort of
19 a more of a growth mindset, and not think, oh, this is the
20 way it is or that's always been that way. You really have
21 to be more fluid and more open without being too far off.
22 I mean, there are very specific guidelines, specific
23 criteria, laws, you know, Voting Rights Act, that have to
24 be kept in mind. But you do have to be flexible.

25 PANEL MEMBER SPANO: Thank you.

1 How would you feel if you were presented, from a
2 member of the public, who represented the NCPC and they
3 had strong views, opposing views of what you think in your
4 work in the coalition, how would you handle that?

5 MS. ORTIZ: Like I said, I really don't shy away
6 from conflict.

7 PANEL MEMBER SPANO: Uh-hum.

8 MS. ORTIZ: I like to hear what people say. So,
9 if someone has a strong view, if they're open, I would
10 like to talk to them about their view.

11 Sometimes when you challenge people's views
12 about things they can get defensive and can get, you know,
13 kind of closed down.

14 So, carefully, I would try to explore what our
15 differences is. In fact, that's one of the reasons I
16 think we've been really disappointed that more NCPC kind
17 of minded community members don't come to our group,
18 because then people think, oh, we're a bunch of these
19 lefties, or people who don't believe in law enforcement,
20 which is not the case at all.

21 Many of us, myself included, have great respect
22 for law enforcement and the very, very difficult job they
23 do.

24 So, I don't feel, personally, I just don't take
25 it personally when my beliefs are challenged, when my

1 presumptions are challenged. I know some people do.

2 So, carefully, with the tone of voice, engage
3 people and make them feel comfortable that it's okay for
4 them to say what's really on their mind and we're open to
5 it. I may not agree with it but maybe most of the time
6 people might even tell that I don't agree with it because
7 I have -- I can have a pretty good poker face and hold my
8 own beliefs in reserve and really listen to what someone
9 else has to say.

10 PANEL MEMBER SPANO: Thank you.

11 And you said, you mentioned you actually went to
12 some of these NCPC meetings?

13 MS. ORTIZ: Yes.

14 PANEL MEMBER SPANO: And how were you --

15 MS. ORTIZ: I went to one.

16 PANEL MEMBER SPANO: You went to one?

17 MS. ORTIZ: Yes.

18 PANEL MEMBER SPANO: Knowing how strongly you
19 feel about the work of the coalition, how were you able to
20 set aside your personal beliefs when you attended those
21 meetings, knowing these views are potentially opposite of
22 what you believe?

23 MS. ORTIZ: It's just easy. I mean, I like to
24 see what other people think, what their motivations are.
25 So, I just want to see it. I mean, people think it's kind

1 of going into the enemy camp. I'm comfortable in the
2 enemy camp, I want to see what they're talking about, I
3 want to hear, I want to sit and listen.

4 I don't feel uncomfortable if I'm in a room and
5 40 people think one way and I think the other. It's
6 just -- it's not the worse thing.

7 Of course, you want to be in the majority and
8 want everyone to agree with you but, you know, if I feel
9 strongly about whatever the issue is, I defend it. And,
10 you know, whether we have a majority rule, or a consensus,
11 or however, you know, I can defer to the group, I can try
12 to convince people, and then I can set it aside and let's
13 kind of move this ball forward.

14 PANEL MEMBER SPANO: Uh-hum.

15 MS. ORTIZ: I don't have a lot of problem with
16 that.

17 PANEL MEMBER SPANO: Okay, thank you.

18 I think you mentioned earlier and I think it's
19 in response to question one -- one of Nasir's questions,
20 one of his questions, and how, you know, people need to
21 come out and help out themselves, right, instead of not
22 just sitting there and doing nothing.

23 And I interpreted that as maybe citizens who
24 choose not to participate, or can you kind of elaborate on
25 that?

1 MS. ORTIZ: Okay, there's people who are totally
2 ignorant and don't know, so then they just don't know.
3 So, maybe if they do know, they would come out. So,
4 first.

5 Then there are people who do know and don't
6 care. Okay, what can you do with those folks?

7 But I think at least trying to reach everyone
8 and get the idea about that their opinions do matter, and
9 that there are people willing to listen can open people up
10 to say, okay, I'll give it a shot.

11 I think many times people's ideas or experience
12 with the political process maybe isn't a positive one.
13 Maybe in the past they're more accustomed to voting
14 against things than four things. So, we could color how
15 they feel about the political process.

16 But for the most part I think if you make an
17 effort to really engage someone and say, hey, what you
18 have to say, you living here for 10, 15 years, is really
19 important, and those folks need to hear it, you should
20 come.

21 That message should come out to everybody in
22 California who's a registered voter or can register to
23 vote. If you think there's a problem with this State and
24 what's going on, come join the people who are trying to
25 make a difference, you know.

1 And there are many ways. You don't necessarily
2 have to make a difference by running for office and going
3 for the kind of big thing, you can just make a few phone
4 calls for somebody, or even talk to your neighbor about
5 something.

6 There are just little ways that people can start
7 to move away from the idea that the fix comes from out
8 there. Someone's going to come along on a white horse, or
9 a Barack Obama Presidency -- no -- and fix it all. It's
10 not all going to get fixed. It needs not one person.
11 There's no magic wand anybody has. People have to engage
12 and decide for themselves that their skills, their
13 experiences are as important and necessary, and present
14 it, and work as a solution.

15 PANEL MEMBER SPANO: So that's --

16 MS. ORTIZ: I think that's so important in
17 neighborhoods. You think you're unsafe, you can't just
18 rely on the police to help make you safer, there's a lot
19 of things that you can do, your neighbors can do that can
20 increase your security.

21 PANEL MEMBER SPANO: Uh-hum.

22 There's probably -- what do you think about the
23 segment of the population who says, you know, I voted for
24 this, I voted for that, I mean what's the point, and they
25 just complain and they just don't get involved, and you're

1 saying, you know, you get out there and you say you need
2 to get involved and they don't get involved.

3 I mean, how do you feel about that segment of
4 the population?

5 MS. ORTIZ: Well, I mean they're not getting
6 involved, yet, but things can change. You know, someone
7 can receive a notice in their mailbox about some tax
8 increase or something and that could be the change. So,
9 there could be -- you never know, right.

10 And also, where are people at? Sometimes you're
11 maybe a student, you're very caught up in that or, I'm
12 telling you, I was zero interested in political process
13 when I was just with my home, with my babies, I barely
14 paid attention.

15 So, there are times when you really are more in
16 and closed in your own family, your community, and you're
17 not looking outward. So, I think that's naturally.

18 But overall, I think as an adult, and I think I
19 said that in my essay is that at some point you got to
20 step up and help at the senior center, and you've got to
21 do volunteer. I mean, it's just -- it's like serving in
22 jury duty. I mean, we all have to do it, you just
23 can't -- you can't have all the benefits and not give
24 something.

25 PANEL MEMBER SPANO: Why redistricting for you?

1 MS. ORTIZ: It just seemed so exciting. It
2 sounds so crazy but, really, to do something like this
3 could be very exciting. And meeting people from all
4 around the State, that sounds just amazing. Sounds like
5 fun, actually.

6 PANEL MEMBER SPANO: In what way?

7 MS. ORTIZ: Well, I just love to hear about
8 other people's experiences. Especially in some of these
9 rural areas, wow, it's a really different world if you
10 have spent a lot of your times in these bigger cities, the
11 resources and the kind of culture that exist in rural
12 areas.

13 So, I just like learning that and just being
14 more exposed to it, it seems like fun.

15 And I like -- you know, my undergrad was
16 political science, so I've always been interested in
17 politics. I've voted since I was 18.

18 And for my family, forever, they're always like
19 calling me, now, okay, how am I voting on prop this, who's
20 this, what's this. You know, so I always feel like my
21 vote counts like five times because I'm responsible for,
22 you know, my husband, neighbors. You know, where are we
23 at, Vylma, who is this now, what's wrong with this again,
24 tell me?

25 So, I'm just naturally interested in it.

1 PANEL MEMBER SPANO: Okay. Okay, thank you. I
2 lost my train of thought, sorry.

3 MS. ORTIZ: Sorry.

4 PANEL MEMBER SPANO: What are your expectations
5 of Commission work, to the best of your knowledge?

6 MS. ORTIZ: It seems, from just watching your
7 meetings and listening to you that it could be so
8 overwhelming and so encompassing. I'm happy that I don't
9 have a full time job right now because this could be it.
10 And it seems like -- I don't know how people can gauge,
11 really, how much time this could take. But to me, it
12 seems like a lot.

13 If the proposition passes in November that would
14 expand this, I think it pushes up the deadline so
15 things -- things just have to move and they have to move
16 quickly. I don't know, it doesn't seem very part-time.
17 That's why I've had some serious discussions with my
18 husband about it, my family, it seems like it's a big
19 deal.

20 But it's in compact and there is a light at the
21 end of the tunnel, you don't do it forever. And you just
22 give it your all and then it has its natural ending and
23 then, hopefully, it doesn't end up, you know, in
24 litigation or something really awful and then, you know --

25 PANEL MEMBER SPANO: What if it took, say, 40,

1 50 hours a week for like two months, three months, four
2 months?

3 MS. ORTIZ: It sounds like it did to choose the
4 Commission, so it probably will.

5 You know, again, there's a light at the end of
6 the tunnel, it's public service, you have to be excited
7 and be willing to do public service.

8 I think if it is something that is successful,
9 it could catch on, the rest of the nation could decide to
10 do a real independent Citizens Commission, so that's
11 terribly exciting.

12 And it's not forever, it's not a job that you
13 have to do for the next five years, it's only the next
14 year or so.

15 And I don't now if you would pick alternates, so
16 if something happened and someone really said I can't,
17 maybe someone else could step in. Because I really think
18 you need 14 people who understand the huge responsibility
19 and the huge time commitment and are give it to me. Okay,
20 I'll do it, I'll do it, that's what you need.

21 And if you're kind of reluctant, which I think I
22 was a little bit, but as I keep going I was like, wow, I
23 made it again, I made it again, I've gotten more excited.

24 Because at first, 30,000, it just seemed like,
25 you know, snowball's chance in hell.

1 PANEL MEMBER SPANO: Yeah.

2 MS. ORTIZ: But as I get closer, I get more
3 excited like, wow, this would be fantastic.

4 PANEL MEMBER SPANO: Okay, thanks.

5 You said you had experience in your -- in your
6 response to question one, with maps at the Juvenile
7 Justice?

8 MS. ORTIZ: Uh-hum.

9 PANEL MEMBER SPANO: What was that, can you
10 explain?

11 MS. ORTIZ: Yeah, when you are engaging in a
12 reform process, you want to have a good sense of where
13 those juveniles who are in conflict with the law, who are
14 being picked up by truancy officers or just, you know,
15 being arrested, what neighborhoods are they coming from?

16 Because in any county, many times, or cities,
17 too, the bulk of youth who eventually are involved in the
18 system come from, usually, a small area, small parts.

19 PANEL MEMBER SPANO: So, was it reading maps or
20 developing them, was it you getting --

21 MS. ORTIZ: Kind of both. It depends, sometimes
22 you had to develop your own map because it was good to
23 find out what resources existed in a city, or an area.
24 Like is there a library there, is there a teen center, is
25 there -- you know, so sometimes we created maps and

1 sometimes we had maps that --

2 PANEL MEMBER SPANO: What sources did you use?

3 MS. ORTIZ: The OJJDP, the Office of Juvenile
4 Justice and Delinquency Prevention does a lot, that's a
5 national, that's a government --

6 PANEL MEMBER SPANO: Does it provide certain
7 demographic data on those?

8 MS. ORTIZ: Yes, yes.

9 PANEL MEMBER SPANO: Okay.

10 MS. ORTIZ: And then, locally, there's this
11 fantastic nonprofit, called the Haywood Burns Institute,
12 and they actually have an interactive map on their
13 website, with juvenile justice. You can click on your
14 state and find out the disproportionality and certain
15 other stats.

16 So, there's nonprofits, foundations, government
17 agencies that collect data that could -- that are very
18 useful in a reform effort for juvenile justice.

19 PANEL MEMBER SPANO: It's what, I'm sorry?

20 MS. HAMEL: One minute.

21 PANEL MEMBER SPANO: Oh, okay.

22 And is this the primary source of information
23 that you used in your job at the criminal -- is this the
24 Center of Juvenile and Criminal Justice?

25 MS. ORTIZ: That was the job I got after leaving

1 criminal defense work.

2 PANEL MEMBER SPANO: Okay.

3 MS. ORTIZ: Yeah.

4 PANEL MEMBER SPANO: Okay, so you used this in
5 your daily work there?

6 MS. ORTIZ: Yeah, CJCJ did use a lot of data,
7 for sure.

8 PANEL MEMBER SPANO: What kind of -- I don't
9 think I have enough time. Actually, I only have a minute,
10 yeah. I think I'll defer. But thank you.

11 MS. ORTIZ: Thank you.

12 COMMITTEE MEMBER RUIZ: I don't have any further
13 questions. Panelists, if there are follow ups?

14 VICE CHAIR CAMACHO: I have a follow up. That
15 way it will give you some time.

16 PANEL MEMBER SPANO: Okay, go ahead, thanks.

17 VICE CHAIR CAMACHO: Hi, Ms. Ortiz, again. One
18 of your responses dealt with the registered voters. I was
19 just wondering, who do you think should be at the public
20 meetings and who should you be getting information from?

21 MS. ORTIZ: I think everyone who has an interest
22 should be at those meetings, registered voters or not.
23 There's a lot of folks who, for whatever reason, aren't
24 registered to vote or can't register to vote. They're
25 undocumented or maybe they have a felony conviction, or

1 whatever other previous handicap or something that's
2 prevented them from being able to register to vote.

3 But they still live in that county, they still
4 consume resources, they still -- they still need to be
5 included in a comprehensive look at what the community's
6 interests are. I think everyone -- I mean, for me, again,
7 as a child advocate, children don't vote but, my God, they
8 are so important.

9 And the resources expended towards children need
10 to be, I don't know, not constantly increased, but need to
11 be looked at and need -- and when they need to be
12 increased, need to be increased.

13 I think it's very sad that in California we may,
14 at some point, if we're not there already, spend more on
15 prisons than we do on higher education, on education,
16 period.

17 And I think the average person would say, yeah,
18 that sounds kind of crazy and, yet, that's where we're at.

19 So, I think it's really important that the
20 values that the majority of folks have should be reflected
21 in the way resources are allocated. And I think most
22 people would want us to spend more money on education than
23 we do on prisons.

24 VICE CHAIR CAMACHO: Thank you.

25 PANEL MEMBER SPANO: I just want to clarify

1 something.

2 MS. NEVILLE: Sure.

3 PANEL MEMBER SPANO: And I think in a couple
4 responses, to ensure like a fair process, you said the
5 lines have to be drawn equitably.

6 MS. ORTIZ: Yes.

7 PANEL MEMBER SPANO: Can you elaborate a little
8 bit more about that?

9 MS. ORTIZ: Well, I think people have talked
10 about there's, you know, certain lines that look like a
11 salamander. Isn't that where the gerrymander comes,
12 because there was a salamander?

13 PANEL MEMBER SPANO: Uh-hum.

14 MS. ORTIZ: So, sometimes just on appearance it
15 can look off. Obviously, it may be off for very good
16 reasons and the line -- you know, obviously, you're not
17 trying to make everything look perfect, and geographic --
18 or geometric, that's not the thing.

19 But I think when we have lines that maybe, you
20 know, it's a big community here and then there's a little
21 strip, another big one here and those -- you now, how? We
22 should be able to justify why that exists, to a point that
23 the average person could say, oh, okay, I get it. I get
24 it. That makes sense, that's equitable.

25 Maybe they may not agree with it, maybe they

1 say, well, still, I mean, I don't think that's right or --
2 you know, they can still disagree, but we can justify it.
3 We can point to the public comments and the input that we
4 have gotten to be able to defend what has -- what the
5 Commission's work has been done.

6 I think that's really important so that people
7 don't get the idea that it was just there because we put
8 there or it's -- you know, that's why we're -- because
9 we're protecting X or something. No, you know, to have
10 these sort of very just fair reasons to why this thing
11 looks like that.

12 PANEL MEMBER SPANO: Why do you think lines -- I
13 mean, boundaries look like that?

14 MS. ORTIZ: I don't know because sometimes, I
15 guess -- first, all of them can't look pretty, I guess,
16 and there may be different reasons. You know, I don't
17 want to say that lines are politically drawn simply to
18 benefit one party or another. Maybe that's the idea
19 that's been said in the past. I think it's very important
20 that that is not the reason how these lines are being
21 drawn. You know, they're really drawn to reflect
22 communities of interest and all the other criteria that
23 are important. We're not protecting anybody, right, we're
24 not beholden to any party.

25 PANEL MEMBER SPANO: Okay, thank you.

1 MS. NEVILLE: Very good. You, if you wish to
2 make a closing statement, you may, you have about six
3 minutes remaining.

4 Oh, I apologize, Mr. Ahmadi, I didn't see you --

5 CHAIR AHMADI: That's okay.

6 MS. ORTIZ: I thought you looked like you had a
7 question from way before.

8 CHAIR AHMADI: Yes, you're good at reading
9 nonverbals.

10 (Laughter.)

11 CHAIR AHMADI: You know, hearing you state a
12 couple of times that, you know, there's a light at the end
13 of the tunnel, and I believe you're referring to the
14 amount of time that the Commissioners will have to commit
15 in terms of, you know, getting the job done --

16 MS. ORTIZ: Right.

17 CHAIR AHMADI: I just want to make a comment
18 about that, that once you're a Commissioner, and counsel
19 please correct me if I misstate it, once you're a
20 Commissioner then there are certain, I believe, laws that
21 will become effective that requires the Commissioners --
22 or that prevents or limits the choices for the
23 Commissioners to be appointed to an office, or do some
24 kind of public -- am I correct, Counsel, on that?

25 MS. NEVILLE: Yes, that's right.

1 CHAIR AHMADI: So, for the five years or so.

2 MS. ORTIZ: I thought it was ten years. It's
3 five years?

4 CHAIR AHMADI: Ten years or --

5 MS. NEVILLE: There's a ten-year ban on certain
6 elected offices and a five-year ban on certain appointed
7 offices.

8 CHAIR AHMADI: Yeah. And my question was are
9 you okay with that?

10 MS. ORTIZ: Yeah, I'm totally okay with that.
11 I'm not someone who ever -- I mean, I'm here trying to get
12 on this Commission, obviously, but I'm not someone who
13 ever really wanted to run for an office, or work for an
14 elected official.

15 I think that I've been very happy with the
16 career choices I've made.

17 I think being independent has been really
18 important to me. And even now, I think very much of
19 starting my own -- not my own nonprofit, but my own
20 organization, so that I can remain independent, that's
21 really important to me.

22 Yeah, I don't know, does that answer?

23 CHAIR AHMADI: Yes, yes, thank you very much.

24 MS. ORTIZ: Okay. Yeah, I don't have a lot of
25 political -- yeah.

1 CHAIR AHMADI: Thank you.

2 MS. NEVILLE: any other questions, Panelists?

3 PANEL MEMBER SPANO: No.

4 MS. NEVILLE: Great.

5 Ms. Ortiz, if you wish to make a statement, you
6 have about four minutes remaining.

7 MS. ORTIZ: Could I ask the Panel a question?

8 MS. NEVILLE: You may.

9 MS. ORTIZ: If you had an opportunity to do this
10 again, knowing what you know now, and you can be yes or
11 no, I'm just curious, would you do it?

12 CHAIR AHMADI: I will.

13 PANEL MEMBER SPANO: Yeah.

14 VICE CHAIR CAMACHO: Yeah. Yeah, it's been very
15 exciting, different from what I'm used to and it's been a
16 great experience, yes.

17 MS. ORTIZ: Oh, good, that's good, I was curious
18 about that.

19 Okay, I'll just make a statement. I just wanted
20 to thank you all for putting your lives, it seems like on
21 hold, even, to do this process.

22 I've been so impressed by the transparency. A
23 little freaked out by it, especially with this video
24 streaming here, but I'm thinking about it.

25 And I know that if I don't go through any more

1 they'll take it down and I hope it will really be gone.

2 But, anyway, I really think that you can't just
3 talk about someone else fixing things, and you guys have
4 all stepped up to try to create a better system and a more
5 equitable and diverse Commission, so that we can, in turn,
6 create lines that are also more diverse and equitable, and
7 more -- have more opportunity for engagement.

8 So, I just want to thank you all for that, I
9 think that's been tremendous.

10 I think that I have the qualities that you all
11 are looking for in a Commissioner member. I'm someone who
12 really enjoys politics. I think -- in fact, I think many
13 people do. I think most people are politically
14 knowledgeable, not necessarily politically active.

15 And it's because I've been one who's been
16 knowledgeable for a really long time, but I'm not
17 necessarily active, and I know a lot of people like that.

18 And having an opportunity to serve on this
19 Commission, to have a long-term impact that would be a
20 positive one, would be a really tremendous opportunity.

21 I think public service is so important. I think
22 when people get called for jury duty that they should show
23 up and give their time.

24 I think when you're kids are in school, you
25 should help out the school district and just, you know,

1 it's part of giving. You get so much back when you give
2 of yourself.

3 And I think you all have demonstrated that. I
4 think I have been just immensely impressed by the people
5 who have stepped up to this.

6 I mean, I kind of make jokes, sometimes, about
7 people with a lot of -- you know, the alphabet after there
8 name but, my God, there's wonderful folks who have lots of
9 degrees, and letters after their name, who really feel so
10 strongly about bringing a more equitable and more engaged
11 process. You know, it's just a good group to be in and
12 it's made me feel very excited to be selected. I'm so
13 thankful and it's just -- it's been a really wonderful
14 opportunity.

15 I love reading the other applications and seeing
16 people in the videos. And I really hope that no matter
17 how this process ends up, that we end up with a very
18 strong Commission, a Commission that understands its
19 responsibility, takes it seriously, and is devoted to
20 making it an equitable and diverse process, because that's
21 what California deserves.

22 And with that, I mean, we're just such a great
23 State as it is, and we deserve a really first class
24 electoral process as well.

25 So, I want to thank you for your time. I would

1 love to serve on this Commission and I hope to be included
2 in October.

3 CHAIR AHMADI: Thank you very much.

4 VICE CHAIR CAMACHO: Thank you.

5 PANEL MEMBER SPANO: Thank you.

6 MS. NEVILLE: Thank you for meeting with us.

7 We will be back at 4:29.

8 (Off the record at 4:16 p.m.)

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

10 MS. NEVILLE: Good afternoon. It's 4:30 p.m. and we
11 are back on the record. And welcome, Ms. Dansby, is it?

12 MS. DANSBY: That is correct.

13 MS. NEVILLE: It is very nice to meet you. We are
14 going to begin with the five standard questions. And the
15 first is: Which specific skills do you believe a good
16 Commissioner should possess? Of those skills, which do
17 you possess? Which do you not possess, and how would you
18 compensate for it? And is there anything in your life
19 that would prohibit or impair your ability to perform the
20 duties of a Commissioner?

21 MS. DANSBY: Okay. As far as what specific skills
22 a good Commissioner should possess, I would say they are
23 management skills, supervisory skills, analytical skills,
24 listening skills, writing skills, organizational skills.
25 A good Commissioner should be disciplined, have

1 independent judgment, computer skills, and communication
2 skills. Also, there are some qualities that I believe a
3 good Commissioner should possess, and they include being
4 fair-minded, a logical reasoner [sic], and patient,
5 thoughtful, intelligent, practical, have intuition, and be
6 energetic.

7 Let's see if I can expand on a couple of them. As
8 far as the management skills, I believe that a
9 Commissioner will have to be able to stay focused and keep
10 the big picture in mind as they're also looking at the
11 smaller details and the refinements of what we're doing,
12 so keep the goal in mind, and supervisory skills. I
13 understand that we will have staff and have to have the
14 ability to manage the staff, and a lot of times I imagine
15 that that management will be from afar, they may not be in
16 the same physical space, but the ability to manage
17 individuals without direct eye contact, and keep those
18 individuals focused and on task. Listening, I think
19 that's a fundamental part of success in any business or
20 venture that a person is in, so I believe that is a good
21 skill to have.

22 Organizational skills speak to the ability to
23 separate a challenge or situation into smaller
24 organizational parts and pieces so that one can develop
25 strategies towards solutions and methods to move forward

1 towards the goals. Fair-minded, yes. Not have your own
2 agenda, be fair, and be true to the process. I understand
3 that legal counsel - or, we will have legal counsel that
4 will provide guidelines for us and we need to stay within
5 those guidelines. And practical, things need to make
6 sense. We need to be able to communicate them to others.

7 And the remainder of the question is which -

8 MS. NEVILLE: Oh, I can read the questions for you
9 - or were you just, do the last part of the first one?

10 MS. DANSBY: No, no, I'm still on number one, and
11 I do believe I possess all of the skills that I listed,
12 and I believe those are key to being successful. And
13 there is nothing known to me that would impair my ability
14 to perform the duties of a Commissioner.

15 MS. NEVILLE: Thank you. Describe a circumstance
16 from your personal experience where you had to work with
17 others to resolve a conflict or a difference of opinion.
18 Please describe the issue and explain your role in
19 addressing and resolving the conflict. If you are
20 selected to serve on the Citizens Redistricting
21 Commission, tell us how you would resolve conflicts that
22 may arise among your fellow Commissioners.

23 MS. DANSBY: Okay, my personal experiencing -
24 experience - resolving conflicts and difference of
25 opinion, that's key to my profession as a manager. You

1 may recall on my application that I manage large scale
2 design and construction projects. And a conflict that I'd
3 like to describe has to do with a construction matter.
4 And, as you know, construction is a field that's typically
5 dominated by men and, so, maybe a female in the field is
6 unique, and what I've learned are some tools to, I guess,
7 be successful in that environment. The situation I'm
8 going to describe has to do with an elevator contractor
9 who let it be known to me, by way of his Superintendent
10 that he is experiencing some delays on the job site as a
11 result of another contractor, which is a drywall
12 contractor. And, of course, the delays were to cause the
13 owner money. So, I had a chance to ask him, in
14 particular, what is his delay, what is causing your delay?
15 And so I was able to have him articulate what his concern
16 is and, as far as -- and identifying the delay is, "What
17 is it that you'd like me to do? What is it that I can do
18 to minimize your delay and your impact?" So, I was able
19 to take the global statement that this is a delay, and
20 break it down to what he really needed was the drywall
21 contractor to complete the framing on the first floor.
22 Okay? So at least now I understand what the key issue is,
23 and as far as his position that it was going to - he was
24 going to ask for entitlement, which is an adjustment to
25 his contract sum, I reminded him of some instances that I

1 was aware of in that he has impacted others, and so, since
2 I reminded him of that, we were able to come to an
3 agreement of, if I can get that drywaller's work done by a
4 certain time, he would be able to overcome what his delay
5 was. So, that had to do with communicating, to listening,
6 1) to what his actual issue is, instead of the big issue,
7 try to get it down to smaller pieces, identifying a small
8 agreement on a concept, that if I can get this one piece
9 of work done and out of his way, would he be able to move
10 forward, and that's a lot of what I do is I'm a neutral
11 third-party. I try to find common ground in which we can
12 all move forward. So, that's a circumstance that I can
13 describe differences, so my role is pretty much is as the
14 neutral third party, the person responsible for solving
15 problems. As you may recall on my application, I'm an
16 engineer and, by nature, I solve problems, that's what I
17 do, I find solutions, I'm accustomed to developing plans
18 and schedules and measurable milestones so that, you know,
19 we can be successful. If I'm selected, let's see, how
20 would I resolve conflicts, well, we would chat, talk, I
21 would ask what is the issue, what are the issues, find out
22 - most of the time a person has an issue, they also know
23 what would make them happy, what would resolve that issue,
24 so find out what that is and measure that against our
25 guidelines and what our charter is, what we can and cannot

1 do. And I think that, a little bit, because there is a
2 group of individuals that are not motivated by their own
3 desires or personal needs, I think that a little bit of
4 conflict is probably good because it will keep everybody
5 focused on what the actual mission is, and I would
6 actually be concerned if we all 100 percent of the time
7 moved forward without someone saying, "Hey, you guys, what
8 about this? Wait a minute, what about that?" So, I think
9 that that shows that all of the Commissioners are
10 thinking, are engaged and participating, so the fact that
11 there's conflict, I don't see that as an issue; what would
12 be an issue is not being able to resolve it. But I
13 believe that if we can communicate, we would be able to
14 resolve whatever that issue is.

15 MS. NEVILLE: How will the Commission's work
16 impact the State? Which of these impacts will improve the
17 State the most? And is there any potential for the
18 Commission's work to harm the State, and if so, in what
19 ways?

20 MS. DANSBY: I believe the Commissioner's work
21 will impact the state in that we are to define boundaries,
22 so that is a change by the fact that that's a change that
23 has an impact. So, I think that's pretty much the impact.
24 Will it improve? That's what the proposition is about,
25 gaining an improvement to the system that is already in

1 place, with the Legislators defining their own boundaries.
2 So, I think by the nature of the proposition being
3 successful, we'll make an improvement. Does the
4 Commission's work harm the state? And if so, in which
5 way? I do not know in which way it could harm the State,
6 I would imagine that, with the narrow margin in which the
7 Proposition was approved, there will be people who, 1)
8 never saw a need, a significant amount of people who never
9 saw the need for the Proposition, you know, that's why
10 there was such a narrow margin, and I don't really see how
11 it would harm the State. But I think that if we're
12 diligent and reasonable, logical, and able to communicate
13 how the boundaries have been defined, and we got there and
14 we listen, I think at least we will be able to articulate
15 those boundaries.

16 MS. NEVILLE: Thank you. Describe a situation
17 where you had to work as a part of a group to achieve a
18 common goal, tell us about the goal, describe your role
19 within the group, and tell us how the group worked or did
20 not work collaboratively to achieve that goal. If you're
21 selected to serve on the Citizens Redistricting
22 Commission, tell us what you would do to foster
23 collaboration among the Commissioners and ensure the
24 Commission meets its legal deadlines.

25 MS. DANSBY: A situation where I had to work as a

1 group for a common goal, again, I'm going to go to my
2 professional world where this is a situation where, in
3 delivering a hospital building, we had a lot of
4 stakeholders, and we all had the same goal, we're going to
5 build this building and we're going to deliver a state-of-
6 the-art building. But what separate a hospital from other
7 buildings is the fact that there's medical equipment in
8 the hospital, and so, let's take a piece of equipment like
9 an MRI, okay? The situation is that the doctors, which
10 are a significant stakeholder, they would like to have the
11 latest and greatest technology in the building, latest and
12 greatest MRI when the building opens, we all can agree
13 with that. And then we also have the architect who wants
14 the latest and the greatest in the building, and the
15 situation is that the design was done five years earlier,
16 so, even though he does want the latest and greatest, his
17 design doesn't actually capture the latest and greatest
18 because, five years ago, it shows what was the latest and
19 greatest five years ago. And then we have a contractor
20 who also is under contract and one of the things he wants
21 to do is protect his profit, which means that he doesn't
22 want to see any change, which means he wants to see that
23 same piece of equipment that was in that set of documents
24 when he bid the job. And then we have a vendor, a vendor
25 who wants to sell that latest and greatest piece of

1 equipment, and so he wants that latest and greatest piece
2 of equipment in the job. But on the physical side of the
3 thing, the design was done five years ago, the building
4 would open in three more years; so what has to happen is
5 that we need to come together and understand that there is
6 a date in which the piece of equipment needs to be
7 purchased and locked down and identified. And that is
8 probably about two to three years prior to the opening of
9 the building. From the doctor's standpoint, that doesn't
10 seem to meet his needs, however, that's the only way we
11 can physically get it in the building, coupled with the
12 fact that the vendor has a manufacturing lead time that
13 needs to be in consideration. So, once I am able to bring
14 all these parts and pieces together, what we tend to do is
15 identify elements of the building that need to be locked
16 down in the design, and make those elements aware to the
17 contractor, let the doctors know that we will put some
18 flexibilities in the building, such that if a new piece of
19 equipment does arrive, we can try to accommodate it, talk
20 to the vendors about where their technology is going so
21 that we could have the architect incorporate that into his
22 plans, and just watch the entire process as we move
23 forward.

24 So, what I would do to foster collaboration among
25 the Commissioners, one is communicate, listen, make sure

1 that we're all on the same page with a common goal, and
2 find some agreements on what our plan forward is and how
3 we're going to execute that plan.

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

11 MS. HAMEL: Five minutes.

12 MS. DANSBY: Okay, thank you. Specific skills I
13 possess is I'm a good listener and I have a non-
14 threatening demeanor, and I'm thankful for that. I don't
15 have a desire to have to, let's say, drive an agenda. As
16 an engineer, I'm used to solving problems, not necessarily
17 driving an agenda. And why that comes into play is that,
18 you know, I'm not going to come into a room with a certain
19 thought in my head about what would be reasonable for me,
20 for a person to say, meaning with the public, if the
21 public wants to talk about something that, say, doesn't
22 appear to be relevant to our mission, what I do, you know,
23 what we do about that, I would mention, we could have like
24 legal counsel would tell us what our guidelines are and
25 perhaps there is a certain amount of time element in which

1 we do need to listen and then to be fair to others, have a
2 maximum time element, and that would be about treating
3 everyone fairly and listening to others. Another thing is
4 that, in my professional world, I deal with highly - well,
5 doctors, I deal with nurses, I deal with construction
6 workers, so I deal with all walks of life, and then, in
7 some of my volunteer efforts, like the Tournament of
8 Roses, in which I volunteer for, I deal with the general
9 public, I'm an ambassador for the Tournament of Roses, so
10 that anyone who has a question or concern, you know, I
11 listen to what their concern is, I help them out, and I
12 think it's about treating people with respect and being
13 fair and having rules that would be communicated in
14 advance, so it doesn't give any type of perception of a
15 preference or something from the group. So, interacting
16 with the public is something that I do on a regular basis.
17 I'm accustomed to having open Board meetings. I'm
18 accustomed to having my work product being open to audit
19 at any time because we are utilizing public funds, so I'm
20 actually accustomed to working with the public and I think
21 respect and listening is key to being successful, and just
22 being a patient person helps also.

23 MS. NEVILLE: Mr. Ahmadi, your 20 minutes.

24 CHAIR AHMADI: Yes, thank you very much. Good
25 afternoon, Ms. Dansby. I'd like to start out with a few

1 follow-up questions on your responses to the standard
2 questions.

3 You mentioned one of the skills in response to
4 question 1, one of the skills is the ability manage from a
5 distance the staff who will be hired by the Commission.
6 How do you envision the environment in which the
7 Commission will conduct its business? Could you elaborate
8 on that, please?

9 MS. DANSBY: Well, that's an interesting one, I'm
10 uncertain to what the environment will be. From what I
11 believe to be the case is that we would have some type of
12 a central hub, our headquarter type of thing. From my
13 understanding, is during the time in which the first eight
14 are selecting the remaining six, that that location would
15 be here in Sacramento, so that we can have the assistance
16 of the State Auditor's Office. But, I'm not certain
17 beyond that point what is legally required of us as to
18 where to have the headquarters, or if we have multiple
19 headquarters because we are talking about the State of
20 California, so if I just can, just for the sake of our
21 conversation right now, if we assume that the headquarters
22 are here, well, I would imagine that there would be a
23 certain amount of time at which the Commissioners will be
24 here, there will be certain types of meetings that will
25 take place here, and also, with a staff that's engaged,

1 I'm not sure if they're 100 percent engaged, that's
2 another thing, because we would have to acquire staff and
3 consultants, and how they're engaged. I imagine there are
4 some recommendations on what would be the best approach
5 and to get everybody up and running at the earliest
6 possible time.

7 So, for managing from afar, what that means is
8 that, if I set milestones, if we set a schedule with
9 measurable targets, we've set issue actions like this is
10 the issue, this is the action, and then we set times in
11 which we're going to touch down together and update each
12 other on where we are on our individual tasks, we can do
13 that, and we can do that from here, we can do that from
14 wherever makes the most sense to do that.

15 CHAIR AHMADI: Thank you. So assuming that the
16 Commission will be headquartered here in Sacramento, and I
17 believe you are in Southern California, Southern coastal,
18 would you be willing to move here?

19 MS. DANSBY: Well, with my work, I actually
20 maintain a residence, my primary residence is in Southern
21 California, and I have a rental unit in Northern
22 California, so I don't consider myself as "moved" to
23 Northern California, but I have the flexibility to be in
24 Northern California and Southern California. Today I
25 drove up, it was about a 40 -I'm not sure, it wasn't long,

1 of a drive, maybe it was about an hour and a half or so,
2 something like that, so I'm willing to be wherever it is
3 that I need to be in order to accomplish the goal of the
4 Commission.

5 CHAIR AHMADI: Where is your rental property?

6 MS. DANSBY: My rental property is in Northern
7 California in Piedmont, and it is not my property, I rent
8 it. It is my rental unit, I guess. I mean, I do not own
9 the property, I am a tenant.

10 CHAIR AHMADI: Thank you. In response to Question
11 2, you made a statement that you developed certain tools
12 to be successful in the construction environment, and the
13 impression that I got from that statement is that there
14 may be some challenges that will probably, without the
15 tools, make it difficult to function. Why is that? Why
16 do you think that that environment needs certain tools to
17 be able to function in it?

18 MS. DANSBY: Well, I think that, 1) tools are
19 something that we all need to be successful. I mean, the
20 better we utilize our tools, the more success we will
21 have. It just so happens that the business that I work in
22 is construction, but tools are transferrable, they are
23 knowledge. Once you have them, you have them and you use
24 them. Why construction? I think that is because I where
25 I spend a significant piece of my time, I don't know if I

1 actually answered your question?

2 CHAIR AHMADI: No, you did. So that's for the
3 clarification. So you did not mean to say that the
4 special tools for that construction environment, it's just
5 the general tools that you need to be successful in
6 functioning in any environment, that's what you said?

7 MS. DANSBY: Well, I think that I developed them
8 in the construction world because that's where I spend a
9 lot of my time, and those tools are relevant to whatever
10 task I have. I mean, as I deal with my own personal life
11 and raising my children, I mean, I use some of those same
12 tools. And, yes, so I think you're correct in that.

13 CHAIR AHMADI: Okay, thank you. You also
14 mentioned that a little bit of conflict is actually good.
15 What kind of conflict will be good for the Commission?

16 MS. DANSBY: Well, the conflict as in disagreement
17 on, let's say, approach to something. Well, I think that,
18 if - with the conflict, it makes everyone have to stop and
19 think. Sometimes people do things because "that's the way
20 I did it last time," and maybe that's the right way to do
21 it that way, but the reason may not be because that's the
22 way I did it last time. But, the better we communicate
23 with one another, the more, 1) we get to know one another
24 a lot better and how each of us thinks and what motivates
25 one another, which is going to be helpful to know, and it

1 allows people, I think, if you are free to express
2 yourself, and I'm talking about the Commissioners, if
3 you're free to express yourself - and most of the time, I
4 mean, there are going to be times when the other 11 are
5 not going to agree, or one of the 11 is not going to
6 agree, and there's nothing wrong with that, but what we
7 all need to do is understand the why behind what the
8 conflict is, and then agree that we're going to move
9 forward in a particular direction. So I think it makes
10 sure that people are still thinking and we're not just one
11 person leading the group, and everybody else is just
12 following. We need to actually work together and we're
13 going to share ideas, and because our experiences are
14 different, I think that our ideas are going to be
15 different and our approach is going to be different, so
16 I'm not in any means talking about people picking up
17 weapons or something, that type of disagreement, I'm just
18 talking about individuals who have ideas that they believe
19 will help us be successful, and there may be someone who
20 doesn't agree with that idea, and we need to talk about it
21 and find a way to move forward.

22 CHAIR AHMADI: Thank you. In response to Question
23 3, you mentioned that the fact that Proposition 11 passed
24 by a narrow margin, and your conclusion on that is that a
25 significant part of the population did not see the need

1 for the Proposition 11. What makes you believe that?

2 MS. DANSBY: Well, you know, when I hear that said
3 back to me, I can say that it seems to me, of those who
4 voted, so I don't have all the statistics, you know, of
5 what the voter turnout was, there may be a lot of people
6 who didn't vote, but of those who did vote, it was a
7 narrow margin, so that means some people said no, and some
8 people said yes, and the difference in the actual count of
9 the people who said no and yes isn't much. And I guess,
10 so that's actually what I meant to communicate.

11 CHAIR AHMADI: Tell me more, in terms of your -
12 the formation of your conclusion based on that
13 information.

14 MS. DANSBY: Well, based on that information, I
15 think that there are some people who don't see a need for
16 the Commission, and that's what I think, because they
17 voted no, they don't see a need, or don't think that
18 whatever the words were written that they read, or
19 something that they heard, because they may not have read
20 anything, they didn't feel the need to say yes. And so I
21 think there's - I believe there are individuals who may
22 not believe that the Commission and the mission of the
23 Commission is something that we should spend tax dollars
24 on. I believe there are people out there that think that
25 way.

1 CHAIR AHMADI: So, for the people that did vote,
2 could you share your thoughts with - or, let me ask you
3 this - what is your definition of the need?

4 MS. DANSBY: Well, actually, I don't know if I can
5 talk about my definition of the need, but -

6 CHAIR AHMADI: I mean within the context of the
7 people who voted for the Prop. 11 and -

8 MS. DANSBY: Well, I mean, for the folks that
9 voted for the Proposition, they may have the impression
10 that it is not a fair system in place right now where the
11 legislators draw their own line; they may have the
12 impression that there's an inherent conflict of interest
13 in that process. And they may have the impression that,
14 if something's broken, it needs to be fixed. I mean,
15 there's probably a lot of reasons why people said yes.
16 But I think that, ultimately, there's an expectation of
17 change with that yes vote.

18 CHAIR AHMADI: So, do you believe that there is
19 something that needs to be fixed?

20 MS. DANSBY: Well, what I believe is that there is
21 an impression that the system is not serving the citizens
22 and -

23 CHAIR AHMADI: In what way?

24 MS. DANSBY: In the way in which the legislators
25 draw their own lines, and some would say that drawing

1 their own lines would increase their likelihood of being
2 reelected, and also would minimize their motivation to
3 want to meet the needs of the citizens, because if you
4 feel as though you're going to be elected regardless of
5 what you do, your behavior may be a little different than
6 if you felt like you had to be accountable because you
7 want to run again next year. So, that's what I believe is
8 going on here.

9 CHAIR AHMADI: Okay, thank you again. In response
10 to Question - well, I believe it was Question 5 - when you
11 were discussing some of the skills that you possess that
12 will make you effective in interacting with the
13 Commissioners or with the public, you mentioned that you
14 have a non-threatening demeanor. Why is that important?

15 MS. DANSBY: Because we want people to openly
16 communicate with us. We want people to know that we're
17 listening and we need to make people comfortable to speak.
18 And that's why I think that's important.

19 CHAIR AHMADI: Okay, so if - I guess if I
20 understood correctly, it's important for the public to
21 feel open to talk to the Commissioners.

22 MS. DANSBY: Definitely, definitely.

23 CHAIR AHMADI: You mentioned - I'm going to your
24 application - you mention that there is a particular
25 understanding and appreciation of cultural differences

1 that comes with being an African-American woman who is
2 responsible for managing people, issues, budgets, and
3 time. If selected as a Commissioner, how will this
4 understanding and appreciation be beneficial to the work
5 of the Commission?

6 MS. DANSBY: Well, my life experience, I come from
7 a working class family, I'm accustomed to dealing with the
8 various walks of life in my every day environment of work,
9 from dealing with architects, from dealing with
10 contractors, from dealing with workers out in the field,
11 dealing with nurses, dealing with the general public, with
12 the work I do for the Water Board, as well as the
13 volunteer work, that I do for the Tournament of Roses, and
14 I think what that's really intended to say is that I
15 actually like people. I mean, I respect people, I like
16 people, I think that everybody has something to bring to
17 the table, something of value to bring to the table, and
18 so I think that I have the experience in my life of people
19 who may, let's say, pre-judge me because of whatever their
20 circumstance is, and whatever their life experiences are,
21 but the ability to get beyond that and work together as a
22 group, I believe that my success has shown that I can
23 accomplish that.

24 CHAIR AHMADI: Thank you. Could you expand -- one
25 what aspect of that statement is that your appreciation in

1 understanding of the cultural differences, being an
2 African-American woman, could you expand on that, please?

3 MS. DANSBY: Okay, the cultural differences of
4 being an African-American, I don't know, it may surprise
5 you guys that I am - let's put it this way, I have worked
6 in a firm of 44,000 employees, and I was the only African-
7 American registered Civil Engineer, and people sometimes
8 find that strange, and because they find that strange,
9 they have expectations, preconceived notions, that have no
10 factual base, but that's the kind of situation that I know
11 exists. I mean, it's real, it exists, I know of it, I've
12 lived it, and so I think that when you live and you
13 experience certain things, that experience stays with you
14 in life, you know that everyone doesn't think the same
15 way, everyone doesn't have the same set of values, certain
16 things, everyone is not motivated by the same thing. And
17 so I just think that life experience is - and my life
18 experiences have made me, I guess, more - well, make me
19 sensitive, make me understand that everybody has value,
20 appreciate everybody, respect everybody, don't draw
21 conclusion based on the way somebody may be dressed, or
22 the way somebody, you know, the color of their skin. I
23 mean, everyone is a human being, we're all human beings,
24 and we all have value here.

25 CHAIR AHMADI: Thank you. Given that I have only

1 a few, I believe, two minutes? Yes, thank you. Last
2 question. You are the senior project manager at your
3 construction company, correct?

4 MS. DANSBY: I work for a full service
5 construction and project management firm, and you are
6 correct about the title.

7 CHAIR AHMADI: Okay, thank you. So, I imagine
8 that you are highly responsible and I am sure that you're
9 extremely busy as part of your career. Will you have the
10 availability necessary for the Commission to devote to the
11 amount of time that it takes?

12 MS. DANSBY: I believe the answer to that is yes.
13 It is also my understanding that a lot of the time, or a
14 certain component of the time is going to take place on
15 the weekends and the evenings, which I happen to be free
16 for certain of those times, also because I do keep a
17 resident in Southern California and Northern California,
18 and have the flexibility to work from home, I think I
19 believe the answer to that is yes. And because I do live
20 - there are two offices, I have a full staff, if I keep my
21 staff focused on what the goals are, and the milestones,
22 and hold them accountable to those milestones and have a
23 structure in place where things get escalated to me, I
24 don't handle the day-to-day stuff, I have staff for that,
25 and what I do have in place is a process in which things

1 can be elevated up to various levels of management, and
2 that also there are times where we get together and we
3 talk about what's coming up, things that may be on the
4 horizon, and I'm always available via cell phone
5 regardless of if I'm not in Southern California, on the
6 job site, in the project office, and where staff is not
7 accustomed to seeing me every day, that I do manage the
8 work.

9 CHAIR AHMADI: Thank you.

10 MS. NEVILLE: Thank you. Ms. Camacho.

11 VICE CHAIR CAMACHO: Ms. Dansby, if you had
12 further items that you would like to express on that last
13 question, please feel free to go ahead.

14 MS. DANSBY: Okay, thank you. I appreciate that.
15 I was just saying that my staff is empowered to make
16 decisions and they know to keep me informed, and they are
17 also accustomed to see me - not accustomed to seeing me
18 every day. I do have a certain set of meetings in which I
19 do manage and I attend those meetings, but I know what
20 they are and so there are some meetings that I will
21 attend, but I believe there is a certain amount of
22 flexibility in our schedules that would allow me to still
23 attend to that, and also I'm thinking that, because the
24 Commission is supposed to represent the demographics of
25 California, it does include working people, I mean, there

1 are individuals that have jobs in California, and I happen
2 to be one of them, and I'm willing to dedicate my time to
3 accomplish the goals of the Commission.

4 VICE CHAIR CAMACHO: Thank you. As you mentioned,
5 you are a member of the Board of Directors for a Southern
6 California Water District. How will the duties that you
7 perform on this Board prepare you for the work of the
8 Commission and can you describe some of the issues you
9 have had to deal with while you have worked on this Board?

10 MS. DANSBY: The Water Board has exposed me to a
11 couple of things, one being open meeting protocol, and in
12 that particular situation, what constitutes a quorum,
13 which also limits how we can communicate with one another
14 outside of the open meeting environment. Also, I'm
15 accustomed to legal counsel for guidance about upcoming
16 legislation, things that may impact the Water District,
17 and what decisions we can and cannot make, so that, what I
18 understand is that, as a Commission, we are not at liberty
19 to do as we want, or we like, we are going to be bound by
20 some guidelines, and I understand that. So, I think that
21 is a help right there. Then, also, because we do have
22 public meetings, there are times when we have a member of
23 the public who wants to come in and tell us things. I've
24 had members of the public come in and talk about something
25 in which we had no jurisdiction over, but because we had

1 the open meeting guidelines, they were allowed their two
2 minutes and then we moved to the next person. I've had a
3 particular individual who didn't like the direction we
4 were going because they thought we were being hasty and
5 moving too fast, and the situation is that there is a
6 General Manager and a staff there, and there are
7 consultants, and so what we are able to do is have her
8 speak with the General Manager and find out what her
9 concerns are, and what her concerns were, she thought that
10 we were actually moving too fast. So, what the General
11 Manager did was went through lots of reports and showed
12 her how we got to where we are, and that we actually had
13 made the decision on the thing she thought we made the
14 decision, we were discussing it, but the decision was to
15 be made in the future. So I just think having that type
16 of exposure is beneficial.

17 VICE CHAIR CAMACHO: How long have you been on
18 this Board?

19 MS. DANSBY: I believe five years.

20 VICE CHAIR CAMACHO: So you have quite a bit of
21 experience at Boards, Board meetings, public meetings,
22 receiving public comment?

23 MS. DANSBY: Yes.

24 VICE CHAIR CAMACHO: When you receive public
25 comment, what's usually the process that the Board members

1 take?

2 MS. DANSBY: For the public comment, we start the
3 meetings with public comment, so if there is any public
4 comment, we take that at the start of the meeting. We
5 listen to the public comments. And we take no action on
6 the public comments, however, we may agendize something
7 for a future meeting.

8 VICE CHAIR CAMACHO: Okay. Has there been any
9 contentious issues that the Board members have had to deal
10 with?

11 MS. DANSBY: Oh, yeah, yeah. As you may be aware,
12 there are some water issues in Southern California, as in
13 a lack of water, and so because the mission of the Water
14 Board, the Water District, is to deliver water, one of the
15 ways to make sure that we have a certain level of
16 reliability, one of the things that we're looking at right
17 now is - what do you call this, like a Water Treatment
18 Plant, when you take the gray water and you utilize it in
19 some of your large consumers, like a golf course, that
20 type of thing, and that happens to be something that most
21 people don't want in their backyards, a Water Treatment
22 Plant, and so what we did is we arranged for some tours to
23 some of these smaller types of plants in which we're
24 talking about, we're not a large municipality, so it is
25 very small type of plant, so we arranged for some tours

1 through some of these plants, and those who were
2 interested that came, they saw that this is actually
3 underground, like under a parking lot, and you don't
4 really see it. It's sort of hidden with all that
5 infrastructure that we keep underneath our streets. And
6 so what she, this one individual, she just didn't like to
7 have a water treatment plant, but once we showed her what
8 we were talking about, then she came on board and, as a
9 matter of fact, she even made a suggestion for a location
10 for a water treatment plant, and we took it into
11 consideration. It doesn't work out that way because of
12 the engineering, so it is not a viable solution or
13 location, but that's what we did, we listened, we exposed
14 her -- showed her what we were talking about, and that's
15 how we dealt with that particular issue.

16 VICE CHAIR CAMACHO: With that water treatment
17 plant, who was the public notified that this was going to
18 occur? And who thought of the tours of public - or of
19 water treatment plants?

20 MS. DANSBY: There was a member of the Board, I
21 believe, who actually came up with the concept of the
22 tour, I believe, and what was the other part of your
23 question?

24 VICE CHAIR CAMACHO: How was the public notified?

25 MS. DANSBY: Oh, what our General Manager did was

1 she put notices in the newspapers, the local newspapers,
2 and she also spoke with the private water agencies, the
3 General Managers of the private water agencies, and asked
4 them to communicate to their water users about the tour,
5 and put up flyers in the library and at the grocery store,
6 and some other - I think library, grocery store, and there
7 is a town center, she put up pamphlets there. So that's
8 what I know about as far as notification.

9 VICE CHAIR CAMACHO: Okay, thank you. You talked
10 about participating on the Pasadena Tournament of Roses.
11 Are there any similarities between your volunteer service
12 at that organization and the Commission?

13 MS. DANSBY: Yes, in that it's the public, and
14 interfacing heavily with the public, and also maintaining
15 a certain image when you interface with the public. The
16 Tournament of Roses is very concerned about public
17 imagine, and there are - I would say something along the
18 lines of uniforms which is really like a dress code; for
19 instance, in certain types of events, we are required to
20 wear our white suits, and everyone who volunteers for that
21 particular event wears our white suit. We also have other
22 events in which we have a different presentation, which is
23 gray slacks and a blue blazer, and so we wear the gray
24 slacks and the blue blazers, and we are conscious of the
25 fact that, when we're in that particular clothing, in that

1 particular setting, we represent the Tournament of Roses,
2 each and every one of us individually, and so we have to
3 go with the public, greet the public, inform the public
4 within the guidelines of the Tournament of Roses, in which
5 we volunteer to be members. And so, I think that
6 operating within guidelines is something that I have
7 experience with, operating with the general public in not
8 a formal setting, but in an informal setting, and still
9 maintaining the image and the demeanor that the Tournament
10 of Roses would like for its volunteer members to maintain.
11 So, I think being able to handle one's self in the manner
12 in which the organization believes will be beneficial to
13 the organization and having that ability, you know, to,
14 "No, I can't do whatever I want to do, or say whatever I
15 want to say," there are guidelines and I need to stick to
16 them, and I do stick to them.

17 VICE CHAIR CAMACHO: You were talking about
18 interfacing with the public and it was in more of a
19 personal, I think, one-on-one - I'm assuming - can you
20 kind of elaborate on what you do when you're helping out
21 with the Tournament of Roses and your interfacing with the
22 public?

23 MS. DANSBY: Well, a good example would be, let's
24 say New Years Eve, so New Years Eve individuals, family,
25 teenagers, lots of people, are starting to line the

1 streets of Colorado Blvd., and one of the duties I've had
2 the pleasure of having on more than one occasion is to
3 actually stand in a particular location and provide
4 guidance to individuals who may have a question. And the
5 question could be, "Where's the restroom, is there a
6 grocery store, where's the best place that I could view
7 the parade for free, hey, there's a person down there that
8 doesn't look like they're feeling well." I mean, I am
9 standing in a particular location and there are many of us
10 strategically placed so that we are all like within
11 eyeshot of any location, pretty much, so one can always
12 see one representative and then, whatever may come to us,
13 we address. If there's a need for police assistance, we
14 have a mechanism for calling the police; if there is a
15 need for First Aid, we have a mechanism for that; if it's
16 telling someone in advance who thought they had a great
17 seat that, guess what, there's going to be tow truck
18 that's going to pull up here at about 4:00 in the morning,
19 so you know, maybe if you moved down a couple of feet,"
20 and I mean, no one wants to be told that their great seat
21 is not really a great seat, but it's actually worse if you
22 don't say anything and you let the tow truck come, and
23 then the people are forced to move, and they also lost
24 some of their opportunity because they were there first,
25 they could have actually sat, you know, five feet away.

1 So it actually is whatever may come - you know, there may
2 be a child that is lost, I mean, it's really the general
3 public.

4 VICE CHAIR CAMACHO: How long have you been
5 helping out with the Tournament of Roses?

6 MS. DANSBY: This is my fourth year.

7 VICE CHAIR CAMACHO: As you were saying, you're in
8 a very professional - I'm thinking it's pretty much male
9 dominated profession, the engineering profession. How
10 have you encouraged diversity in the engineering
11 profession or in your personal life?

12 MS. HAMEL: Five minutes.

13 MS. DANSBY: Okay. One of the things I do, and I
14 have done on a regular basis is I go to schools because a
15 lot of times the schools have, you know, Career Day, and
16 so I tend to participate in Career Day and I, you know, I
17 don't wear a suit for that, I'll wear the Dockers and the
18 work shoes and the work belt, and the hard hat, and all
19 the cool toys to interest the kids, and I'll tell them
20 about the opportunities that exist in the construction
21 business. I also will tell them that I am a Civil
22 Engineer and what got me into this particular business.
23 One of the things I like to tell the children, and
24 anybody, actually, is that all things are possible, if
25 that's what you want to do, you can chart a path and start

1 moving forward in that direction. So, I think that
2 reaching out to the kids by way of the schools is very
3 important and that's something that I do. I also, let's
4 see, often times I set up a situation, which is really
5 interesting, like I'll have somebody from the office call
6 me with some kind of made up emergency and let them know
7 how we're going to solve that problem quickly. Also, I'll
8 bring cool pictures to help them be interested in pursuing
9 other non-traditional careers. Also, another thing that
10 really, you know, you just need to touch one person, I
11 mean, you go out there and you don't know who you're
12 impacting, I mean, I have no idea how many people I
13 impact, however, what I do know is that it is my
14 responsibility to motivate and encourage others, and I
15 have one young girl, and I think this was in an elementary
16 school, she told me afterwards when we were just chatting,
17 she said, "You know, I didn't know girls could be
18 engineers." I said, "Yeah, girls can be engineers. I'm an
19 engineer." I said, "What do you want to be?" She said,
20 "I wanted to be a dentist, but I didn't know girls could
21 be dentists!" I said, "Yes, girls can be dentists, you
22 could be a dentist, yes!" So I know that one little girl,
23 she knows that she has more options, more opportunities
24 than before I had a chance to talk to her. So I just
25 think my everyday life serves as - I'm responsible in my

1 everyday life to be a role model to whoever's, you know,
2 path I may come across.

3 VICE CHAIR CAMACHO: Thank you. That was my last
4 question.

5 MS. NEVILLE: Ms. Spano.

6 PANEL MEMBER SPANO: Thank you. How did you go
7 about your outreach to students? How did you select the
8 either age groups or locations to go out to outreach?

9 MS. DANSBY: Well, actually, the way it happens is
10 that most schools, they do have Career Day, and once
11 you're sort of tied in, you get notification that there's
12 a Career Day coming up, and so what I do is I just let it
13 be known what my profession is, and so when it's time for
14 career day, I actually don't make that decision of what
15 group of children I speak to; what I do is I talk to the
16 person who is arranging for Career Day and ask her, what
17 is the need. You know, maybe she already has a contractor
18 there, so all of a sudden the need isn't actually in
19 contracting, the need may be talking about architecture,
20 or the need may be talking about being an engineer. So
21 actually, what I do is I let the person who is responsible
22 for organizing guide what the need is and what group of
23 kids. I don't want to come in there with a preference, "I
24 only want to speak to Eighth Graders." I mean, I think
25 that I'm not doing the most I can do if I come in with my

1 idea of what I want to do. If I'm going to agree to
2 volunteer, then I'm agreeing to participate in the Career
3 Day, and the level in which I want to participate is in
4 the level in which the organizer believes I will be most
5 effective, or most beneficial to the children, so I think
6 that decision belongs with the organizer.

7 PANEL MEMBER SPANO: How would you propose, as an
8 outreach experience, how would you propose as a
9 Commissioner you making the decision to conduct outreach
10 in the job of a Commissioner and trying to reach out to
11 communities to spread the word about Prop. 11 work and the
12 importance of redistricting, and how you elicit
13 information from these communities?

14 MS. DANSBY: I think a consultant would be very
15 beneficial in that regard. It's my understanding that we
16 have an opportunity to hire consultants, so that would be,
17 unless there is somebody who has that particular skill set
18 on the Commission, I would strongly recommend that we seek
19 guidance from a consultant who has done similar type of
20 work and have them give us some options on how we could
21 get the word out the fastest and the quickest, the most
22 effective, and so I actually think that - I would say that
23 would be an area I would be looking for a consultant's
24 opinion.

25 PANEL MEMBER SPANO: Have you given it any thought

1 at all, yourself, going to the counties out there?

2 MS. DANSBY: Oh, yeah, I've definitely thought
3 about it, and that's why I say it should go to a
4 consultant, but, I mean, I definitely thought about it,
5 but, see, what I do know is that we have a short period of
6 time to accomplish a goal, so we need to hit the ground
7 running, we need to do the smart thing, be efficient, know
8 what we're doing today, tomorrow, the next day, have a
9 plan, have measurable milestones. We need to do those
10 kinds of things. I myself do not have the experience to
11 come up with a plan that could reach out to the citizens
12 of California in some concise manner that is fair and does
13 not have a perception of preference in it. I think the
14 consultant could help us with what approach is fair, is
15 diligent, does not have some perception of preference in
16 there, how do we address, I would imagine, different
17 demographics? Some would prefer to have a meeting at
18 11:00 in the afternoon, and if we have, I mean, 11:00
19 morning meeting, are we allowed to have cookies at the
20 meeting and coffee? I mean, there are other areas that I
21 imagine 11:00 in the afternoon [sic] meeting no one will
22 show up because they are hopefully at work, because they
23 have bills to pay. So, for reaching out to those
24 individuals, it looks a little different, so I think that
25 we could benefit from a consultant in this regard.

1 PANEL MEMBER SPANO: Thank you. Going back to
2 your Board of Directors at Foothills Municipal Water
3 District involvement, what - were you a member or a chair
4 on this board?

5 MS. DANSBY: Well, I am current a member of the
6 Board and the position I hold is the Vice President, which
7 means I'm responsible for the Finance Committee.

8 PANEL MEMBER SPANO: Oh, okay. And how much time
9 does this Board occupy?

10 MS. DANSBY: We meet one Monday a month, and it
11 usually is about an hour, and occasionally, maybe about
12 every three months, we have a Special Board Meeting.

13 PANEL MEMBER SPANO: And what are the regions of
14 California that are served by the District?

15 MS. DANSBY: Well, regions? It is a very, very
16 small area, geographic area, if that is what you mean.
17 Unincorporated areas of Los Angeles County, they include
18 the Altadena area, it is a little strip of land that is
19 north of Pasadena, north of Glendale, pretty much on your
20 south borders, and then, on the north border is the San
21 Gabriel Mountains, so it is like a strip of land, mostly
22 unincorporated.

23 PANEL MEMBER SPANO: So could you - thank you - so
24 could you describe the stakeholders that are served by
25 this District?

1 MS. DANSBY: Everyone who lives within the
2 boundaries of the District who receive drinking water.

3 PANEL MEMBER SPANO: Okay. Do the needs of these
4 stakeholders differ? Or is it always about drinking
5 water?

6 MS. DANSBY: It is always about Water.

7 PANEL MEMBER SPANBO: What were your lessons
8 learned in your experiences on this Board that would
9 benefit the redistricting?

10 MS. DANSBY: I would say the appreciation for the
11 process of public meetings, the understanding of seeking
12 legal counsel, let's see, and also strategic missions
13 like, if we - one of the first things since I became a
14 member of the Board was I noticed we had no mission
15 statement, so we should have a mission statement, so that
16 we can measure our actions against our mission, so we
17 don't get off point on what we're doing, and so I think
18 that's very important. And I think pretty much - I
19 wouldn't necessarily call it a "lesson learned," but
20 definitely a fulfillment has been being able to utilize my
21 professional experience and academic training in a way
22 that I benefit my neighbors, and so I think that's a big
23 plus.

24 PANEL MEMBER SPANO: And do you propose this is a
25 good thing to have, is a mission statement, for the CRC,

1 as you get started?

2 MS. DANSBY: Yes.

3 PANEL MEMBER SPANO: What are your expectations of
4 the Commission's work?

5 MS. DANSBY: My expectations of the Commission's
6 work is to ultimately identify boundaries of legislative
7 Districts and, by way of doing that, we should find
8 similarities in groups of individuals, and use those
9 similarities to develop the Districts in a way that they
10 have an even number of people within the District, I think
11 that's very important. But what I don't know, and I would
12 imagine what we will learn when we are informed of what
13 our rules are, is that, when we do start defining the
14 boundaries, is it based on individuals? All age brackets?
15 Or, is it based on those that are over a voting age? I
16 mean, I don't know what actually is the rule there, but
17 ultimately we will develop some new boundaries that those
18 within the boundaries feel as though they are fairly
19 represented and their vote actually can effect change.

20 PANEL MEMBER SPANO: There is a possibility that
21 the Census data will not be released until sometime in
22 April, and so there is not a lot of information that you
23 could analyze up front, possibly; how do you propose
24 knowing that you have to draw legislative boundaries and
25 BOE boundaries in such a short amount of time, how do you

1 propose - have you thought about like a general plan of
2 how to attack this?

3 MS. DANSBY: Yes, I have thought about it, and I
4 should say that I am glad that there are 11 others
5 thinking about it, right? And so, what I would be
6 interested in knowing is, what was done in the past. I
7 understand that there was something done in the past and
8 there is something, but what actually is that something,
9 and what are the guiding principles of the method that was
10 used in the past. Is there any - is there any component o
11 the methods that were used in the past that could be
12 translated and used today, and that are fair, that are
13 within the guidelines of the legislation. I would think
14 that it probably would be helpful to have an understanding
15 of what was done in the past and try - there might be some
16 fundamental pieces that will be true with whichever
17 process we use, or we ultimately use, and if we could
18 start identifying those fundamental pieces, then there is,
19 I'm sure, part of the analytical work that can be at least
20 looked at, discussed, so we are looking at past work to
21 help measure our plan forward.

22 PANEL MEMBER SPANO: How difficult do you think
23 drawing maps are for the boundaries?

24 MS. DANSBY: Well, being that I'm a Civil
25 Engineer, being that I have experience in surveying, being

1 that a lot of my projects are - I arrange maps and plans
2 and charts all the time, I think that the difficult task
3 of drawing boundaries is probably the easiest part of it,
4 the technical actually defining boundaries.

5 PANEL MEMBER SPANO: What is that?

6 MS. DANSBY: Because one could say that it can
7 become very analytical on the technical side, but that's
8 just one piece of the equation because it is really about
9 the people, and so we need to know about the people, so I
10 think drawing boundaries in and of themselves is probably
11 the easiest piece of it, but knowing the people and their
12 common interest is probably where we will have to spend
13 some time.

14 PANEL MEMBER SPANO: And have you thought about
15 how you would integrate someone's interest and political
16 preferences into that drawing?

17 MS. DANSBY: Well, yes, because if it becomes
18 apparent that there are group of people, individuals that
19 have common interests, and those common interests may
20 reveal themselves in a lot of different ways, which I have
21 no idea, I would imagine it would be something about
22 income, it might be something - profession, I have no idea
23 what these commonalities will be, but if we could identify
24 like - I say "like elements of people," their common
25 interests, I think it would be desirable to group those

1 individuals into the same district for representation.

2 So, I think the task is to know about the people.

3 PANEL MEMBER SPANO: Okay, thank you. Early on, I
4 think in response to question 3, you stated that Prop. 11
5 could make improvements. Could you elaborate on that?

6 MS. DANSBY: Well, yeah, I think one of the things
7 that will be an improvement is to minimize the impression
8 or perception of legislators drawing their own boundaries
9 in such a way that they do not have to act on behalf of
10 the people, so that they do the best they can to guarantee
11 that they will have that same seat next year. So, I think
12 that if we come up with a process that is fair and we
13 communicate that process to the general public, that in
14 and of itself is an improvement.

15 PANEL MEMBER SPANO: You mentioned you experience
16 on the Tournament of Parades, you volunteer, and the
17 importance of maintaining a public image. Do you feel
18 that the Commission needs to maintain a good public image?

19 MS. DANSBY: Yes.

20 PANEL MEMBER SPANO: And in what way would you
21 accomplish that as a Commissioner?

22 MS. DANSBY: Well, I would make sure I am always
23 presentable and I think that business - well, business
24 attire may be the right attire for a particular meeting,
25 and there may be times in which that having a suit and

1 time on may be intimidating to others, so that in those
2 particular meetings, we perhaps would wear something a
3 little more casual, so I think image is very important, I
4 mean, body language is important, you know, a smile is
5 important, and what I will do is be conscious of my image
6 in how I'm presenting myself, and I am not just speaking
7 of times when I'm sitting in a meeting, I'm talking about
8 when I'm at the grocery store. I mean, that's what part
9 of the responsibility is, to always have a good public
10 image. You can't - I mean, you never know when people are
11 looking at you, so I think that's very important.

12 PANEL MEMBER SPANO: Let me ask you a few
13 questions about the LA County Seismic Compliance Program.
14 What were your responsibilities in the program?

15 MS. DANSBY: That when I was working on that
16 particular project, my role was as project administrator,
17 that the actual project was to identify - was to take a
18 look and analyze each of the county's hospital buildings,
19 LA County's hospital buildings, which they have five, and
20 make an evaluation of their structural integrity based on
21 principles that were listed in the SB 1953, as far as how
22 they would respond in the event of an earthquake, so that
23 was the actual project. My role as the Project
24 Administrator was a role that came about because the
25 situation was that the firm I was working for had a lot of

1 very smart individuals whose forensic type of engineers,
2 structural, and everybody reports, they had all these
3 fancy charts and graphs, and they had big volumes of
4 documents because they're doing the job that's asked of
5 them. The situation was that the client was saying, "Hey,
6 I just want to know, is my building compliant?" They
7 didn't want to look at all those volumes of documents and
8 look at all the need analysis and all that, they just
9 wanted to know, "Where am I in these parameters that are
10 identified by SB 1953? What do I need to do to that
11 particular building to come in compliance? What is your
12 recommendation? Do I upgrade that building? Do I say at
13 a certain date I will decommission that building and build
14 a new one?" That is what the client wanted to know. The
15 challenge was that the way the information was
16 communicated to the client was not happy. So my role was
17 as the Liaison, so I communicated the technical
18 information to our client in a way in which they could
19 easily and readily understand that and present their
20 options with dollar amounts associated, and times
21 associated, and help them understand where they are and
22 what they may need to do in the future if they wanted to
23 keep certain buildings open.

24 PANEL MEMBER SPANO: And in doing that, did you
25 have to study a lot of legal codes in SB 1953?

1 MS. DANSBY: Well, yes, but -

2 PANEL MEMBER SPANO: Oh, time. I thought you said
3 one minute - oh, okay, thank you.

4 MS. NEVILLE: I just have a couple of very quick
5 questions and then we can probably circle back, unless you
6 wanted to finish your sentence. Just a couple things, one
7 think I did just want to clarify for you is that, if you
8 are selected to serve on the Commission, there isn't a
9 requirement that you need to move to Sacramento;
10 certainly, some Commissioners may decide to do that, but I
11 just wanted to clarify that for you. And I also wanted to
12 just ask you a different question about your service on
13 the Foothill Municipal Water District. If I heard you
14 correctly earlier when you were answering some questions
15 of the Panel members, I thought you described the
16 territory of that district as the unincorporated area in
17 Los Angeles County. Was that what you said?

18 MS. DANSBY: It included some unincorporated areas
19 in Los Angeles County.

20 MS. NEVILLE: And does it serve some cities, as
21 well, one or more cities?

22 MS. DANSBY: That's a good question because I
23 actually, when I was reading through - last night - I was
24 wondering about that. That, I don't know if it actually
25 includes like a total city, but what I do know, because I

1 did look at that last night, and one second, it does not
2 entail the power of governmental decision-making, and nor
3 is the compensation greater than \$5,000 a year, which is
4 something I saw in some of your literature, but I guess I
5 could look that up, but it is public information.

6 MS. NEVILLE: Right, and that's okay, and that's
7 why I just wanted to get a little more information from
8 you, and I appreciate that you were already looking up the
9 rules, and this is something Mr. Ahmadi, I'm not sure if
10 he mentioned earlier in your interview, but, as you
11 suggested, there are some restrictions that apply to
12 individuals who are selected to serve on the Commission
13 that prohibit them from serving in certain elected
14 offices. And you're right, those rules are in the
15 proposed form and we would need to confirm whether they
16 would require that you step down from this particular
17 position. So, without knowing for certain whether that is
18 so, the question that I would just ask is, if it turns out
19 that those rules do apply to the position that you are on
20 in this Board, is that something you would be willing to
21 do in order to assume a position on the Citizens
22 Redistricting Commission?

23 MS. DANSBY: I definitely would consider that. My
24 immediate thoughts on your question is that I'm aware that
25 there is something on the Water Board that would say a

1 person can be on some type of an absence, and I don't know
2 if that would meet the legal - first of all, I don't know
3 that we have a conflict, but if that would meet that
4 objective, I'm totally open to it, and so the thing about
5 it is that, you know, I want to do what's right and what's
6 the best thing, but I also would like a legal
7 interpretation of what that is, and then, from that, I
8 would definitely make a decision, but I'm definitely not
9 opposed to stepping down. I see this Commission as very
10 important to California as a whole, so that is something I
11 would do.

12 MS. NEVILLE: Great, so I don't have any further
13 questions right now. Panelists, if you have some follow-
14 up?

15 CHAIR AHMADI: I just wanted to thank you for
16 clarification on that moving, so no questions.

17 VICE CHAIR CAMACHO: I don't have any questions.

18 PANEL MEMBER SPANO: I was just going to finish a
19 little bit. I was just curious to know if, actually, the
20 extent of experience you have applying legal criteria to a
21 certain set of facts in your decision making?

22 MS. DANSBY: That is part of what I do on a
23 regular basis, in particular, when we move projects into
24 the construction arena, and one of the things I'd like to
25 point out is that, when I was the Construction Manager for

1 a prominent hospital in California, I don't know if I can
2 use the name, so I won't, that was the first hospital
3 constructed under new Codes, that required a lot of
4 reading the Code, coming up here to Sacramento to the
5 office of jurisdiction over hospital construction and
6 seeking code interpretations, speaking with those that are
7 responsible for interpreting the code on the project side,
8 which is the architect, so it actually required a lot of
9 reading and looking into the Codes. So that's one area,
10 and then back a little further in my career, when I used
11 to design stuff myself, did the design work, that required
12 a lot of understanding of what the codes are and who has
13 jurisdiction over what a particular element, like
14 sometimes a city may have jurisdiction, and other times,
15 it's a county that has jurisdiction, and its' all
16 intertwined, so you had to decipher who has jurisdiction,
17 what particular code is the one that applies in this
18 instance. And then also, with my work on the Water Board,
19 there are often discussions about legal ramifications and
20 upcoming legislation that we would want to be aware of
21 because, as we make decisions, so that we are diligent in
22 our approach as we move forward.

23 PANEL MEMBER SPANO: And in the application of the
24 codes and various laws, in your experience, has there been
25 an instance where some of it was subjective, well, subject

1 to your interpretation and judgment?

2 MS. DANSBY: Oh, yes, and that's where it becomes
3 most interesting because, when it's black and white, you
4 sort of know what to do. When you have elements that are
5 open to interpretation, that's where the job of managing
6 comes in handy and those certain tools come in handy,
7 because what I strive to do is try to understand what each
8 individual believes their interpretation is - well,
9 there's a couple things - first, understand who is the
10 person responsible for the interpretation, like there is
11 somebody responsible, so know who that person is, and
12 also, an entity that is responsible, so, 1) know who that
13 entity is, and then go to the individual who have various
14 code interpretations and ask them, you know, why do they
15 believe that's the interpretation and whether they're
16 using it as their reference information. And then, once
17 you have that from the various individuals, you can go
18 look at what you believe is the actual interpretation
19 based on all that you've heard, go to the person who is
20 responsible for making that interpretation, and give them
21 the information that you have for a discussion. And also
22 know that you're probably not going to get an answer that
23 day, but what you have done is you've brought the
24 situation forward so that that group of individuals can
25 determine if this is something of a magnitude which they

1 do need to release an official code interpretation on, and
2 if they feel it is up to the project team to have that
3 interpretation in that case, it falls on the architect,
4 and then we talk to the architect because the architect is
5 the one who is legally responsible for the integrity of
6 the design. So, if it falls to the architect to make that
7 determination, make sure that those who are responsible
8 for enforcing, or building, to understand what that
9 interpretation is, document the interpretation, and then
10 move forward that way.

11 PANEL MEMBER SPANO: Thank you. I am curious,
12 what are the issues of concern in your community?

13 MS. DANSBY: In my community, the issues of
14 concern, sure.

15 PANEL MEMBER SPANO: Which all of the citizens of
16 - I'm not sure how to pronounce it.

17 MS. DANSBY: La Quinada. Well, I have to say that
18 I'm very fortunate that they're not readily apparent, what
19 the issues of concern are in La Quinada. I would imagine
20 that, what I know from other parents, is what is of
21 concern are property values, what is concern is the higher
22 education for their children, they are concerned about the
23 job market and jobs, they are concerned about the future
24 of the children. They are concerned about their
25 environment and how we can be wise and like share the

1 earth with others, so those seem to be the things that are
2 apparent to me as the concerns of my community.

3 PANEL MEMBER SPANO: Do you feel that the citizens
4 in your area don't voice a concern about unfair
5 representation?

6 MS. DANSBY: I have not heard a concern from
7 citizens in my neighborhood about unfair representation.

8 PANEL MEMBER SPANO: And then, in the perimeter
9 around your area, do you ever hear of things like that
10 happening?

11 MS. DANSBY: No.

12 PANEL MEMBER SPANO: No? Interesting. Okay, I
13 guess I am done. Thank you.

14 MS. NEVILLE: Any further questions?

15 VICE CHAIR CAMACHO: No further questions.

16 CHAIR AHMADI: No.

17 MS. NEVILLE: If you would like to make a closing
18 statement, you have about three minutes.

19 MS. DANSBY: Well, then I will use a portion of
20 the three minutes, I recognize it's late.

21 I want to say that I am accustomed to being a
22 neutral third party. I am accustomed to not, let's say,
23 taking a side, but doing what is in the best interest of
24 the project and that is something that I would bring to
25 the Commission if I am selected. Another thing that I'm

1 accustomed to doing is establishing schedules with
2 milestones that are measurable, establishing issues and
3 action lists, holding people accountable, and I have high
4 expectations of myself, so I also hold myself accountable.
5 I believe that I am fair and reasonable, and I do believe
6 in looking at the criteria for the Commission, that I am
7 well suited for the Commission, and so I just wanted to
8 let you guys know that and, above all, I am very pleased
9 to be here and to be one of the 120. Thank you very much.

10 CHAIR AHMADI: Thank you.

11 VICE CHAIR CAMACHO: Thank you.

12 MS. NEVILLE: Thank you for coming to see us. We
13 will be back tomorrow at 9:14 a.m.

14 (Whereupon, the panel was recessed at 6:00 p.m.)

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