

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

WEDNESDAY, September 1, 2010
9:15 A.M.

Reported by:
Peter Petty

APPEARANCES

Members Present

Nasir Ahmadi, Chair

Mary Camacho, Vice Chair

Kerri Spano, Panel Member

Staff Present

Stephanie Ramirez-Ridgeway, Panel Counsel

Diane Hamel, Executive Secretary

Candidates

Kimberley A. Wormley

Brightstar Ohlson

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P R O C E E D I N G S

MS. RAMIREZ-RIDGEWAY: Good morning. Let's go on record. It's 9:14, almost 9:15, we have a full panel this morning. Our first Applicant is Kimberly Wormley. How are you?

MS. WORMLEY: Good, thanks.

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

MS. WORMLEY: I'm ready.

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

MS. WORMLEY: Well, first of all, thank you for this opportunity, it has motivated a level of self-examination that I found really rewarding.

I will jump right in to say that a skilled Commissioner needs to appreciate the magnitude of the work and dedicate him or herself to a job well done, needs to appreciate the sensitive nature of the work, and promote a free exchange of views and remain impartial throughout. A skilled Commissioner needs to keep the process moving along by respecting the scope of the work and the

1 deadlines and the deliverables. California needs
2 Commissioners who will contribute to the successful
3 conduct of public meetings and to purposeful and accurate
4 analysis of data, people who put the public at ease,
5 present smart presentations that outline the scope and the
6 purpose of the public meeting, who hear input and respond
7 so that people understand that they have been heard and
8 understood, and who receive and faithfully apply expert
9 testimony. The Commission needs the skills of a person
10 who can digest written material, points of law, who can
11 comprehend maps and data, charts and exhibits, who can
12 understand Census data and related materials, and who can
13 digest all of that for the purpose of placing communities
14 into Districts.

15 Fundamentally, the Commission needs project
16 management skills, people skills, oral and written
17 communication skills, high levels of integrity, people who
18 can disagree without offending, who can synthesize hard
19 data and soft data, and who are realistic about what can
20 be achieved.

21 I offered my application to this process because I
22 believed I possessed all of these skills to one degree or
23 another. I am particularly competent with analytical work
24 from my engineering background. Most of my work
25 experience is in the transportation field, which straddles

1 the hard and soft sciences and integrates principles
2 accordingly. I have project management skills, written
3 communication skills, oral communication skills as an
4 educator.

5 And I don't feel like I'll need to compensate for
6 any lesser skills because this is going to be a Commission
7 of individuals and, where my skills are lacking, I'm going
8 to count on the other Commissioners to fill in
9 accordingly. I don't think there's anything that is going
10 to prevent me from fully meeting the requirements of the
11 Commissioner.

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

20 MS. WORMLEY: All right, well, I wish to respond
21 to the latter part of the question first, to say that I am
22 encouraged by the understanding that these Commissioners
23 are going to come together with an agreed consensus that
24 conflict resolution and consensus are of principle
25 importance to the work of the Commission. Thanks to your

1 good work, I don't think anybody is going to come to the
2 Commission with a personal agenda or a stake in the
3 outcome. I'm sure that there is a potential for egos to
4 develop and personality conflicts that could present
5 obstacles or frustrate the process, so guidelines will be
6 important at the onset of the work. Expert testimony will
7 be influential to guide the course of events and maybe an
8 outside mediator could be an asset, if necessary.

9 When strong differences arise, I think it will be
10 important that everybody self-check their own behavior to
11 make sure to take care not to let emotions or egos get in
12 the way. Each member ought to take care to listen and to
13 seek and find ground for mutual agreement; when necessary,
14 table the discussion, give people some time to deflate and
15 to reflect and come back, having adapted to what they've
16 heard. But, otherwise, we've got to keep things moving
17 along, resolve conflict by finding a third way that
18 mutually satisfies all the interests, be prepared to
19 compromise through mutual sacrifice, and also be prepared
20 to accommodate through personal sacrifice.

21 I do have ample experience resolving conflict at
22 work and in small groups, at church and at school. I will
23 go ahead and relate a recent matter where I group of
24 volunteers were grappling with continuing budgetary
25 pressures at our local public schools. Every expenditure

1 was being scrutinized, including a publication that
2 communicates class lists, student and family contact
3 information, and I came forward with what I thought was a
4 sensible proposal, which was to substitute an electronic
5 version of that publication in place of the traditional
6 printed one, and that turned out to be a controversial
7 proposal. Some people were in favor of it, some people
8 were against it. There were, you know, criticisms that
9 came forward in terms of important issues. One was that
10 an electronic version might be accessed by somebody
11 outside of the school campus community and used
12 inappropriately. There were concerns that some members of
13 the campus community didn't have a computer and would feel
14 marginalized by having to request a printed copy.
15 Supporters came forward with ideas about how the data
16 could be secured and protected. Supporters came up with
17 ideas about how the underlined database could be
18 repurposed for new and exciting ways to benefit the school
19 community.

20 I share this example because it's like many in
21 that no one individual can have clarity on all aspects of
22 an issue until they engage and listen and invite input
23 from a broad base. And I did that. And I innovated and I
24 moved to resolve the conflict by, 1) suggesting a survey
25 among a broad group of stakeholders to figure out to what

1 degree they supported the proposal; and 2) I suggested an
2 interim approach where we continued with a traditional
3 printed directory at a low cost, low quality format, to
4 save money, and in the mean time develop an opt-in
5 electronic database that could be evaluated and used on a
6 limited basis and evaluated for a wider use later on.

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

12 MS. WORMLEY: Well, the Commission's work removes
13 a conflict of interest by where the legislators dictate
14 the Districts in which they are elected, and this conflict
15 of interest has the potential to motivate leaders to make
16 decisions in their own self-interest. They may be
17 motivated to draw lines that protect their own seat, or to
18 maximize the number of seats for their party. Removing
19 this conflict of interest should markedly boost the
20 integrity of the District boundaries. And by removing
21 that conflict of interest, we have the potential to remove
22 the negative effects of that having been there. The
23 biggest impact will be to recover public trust and the
24 competitiveness of the effected elections. Greater trust
25 can lead to greater participation, a broader level of

1 engagement in the political process, and can lead to
2 stronger accountability between the leadership and the
3 people. I don't expect the Commission's work to harm the
4 State, so long as the Commission comes up with a
5 defensible product without undue turmoil, and so long as
6 the process is faithfully executed in an open and
7 transparent fashion.

8 Any major endeavor can lead to unintended
9 consequences that won't be fully realized until the test
10 of time has passed. For example, one might hypothesize
11 that more competitive elections could lead to more rapid
12 turnover in the State leadership, and might further
13 hypothesize what that might mean, and I think that is
14 outside the scope of the work of the Commission, and I
15 don't profess to know what those implications might be. I
16 do certainly think that the work of the Commission will
17 have implications beyond the set of Districts and
18 boundaries that they are currently mandated to draw. I
19 think that other States will be looking to California for
20 lessons learned.

21 MS. RAMIREZ-RIDGEWAY: Describe a situation where
22 you have had to work as part of a group to achieve a
23 common goal. Tell us about the goal; describe your role
24 within the group. And tell us how the group worked or did
25 not work collaboratively to achieve this goal. If you are

1 selected to serve on the Citizens Redistricting
2 Commission, tell us what you would do to foster
3 collaboration among the Commissioners, and ensure the
4 Commission meets its legal deadlines.

5 MS. WORMLEY: Well, I have ample experience
6 collaborating with professionals from different
7 disciplines, and agencies, and institutions. Most of this
8 experience was gained working as a research engineer on a
9 variety of transportation projects sponsored by different
10 state and federal agencies. One of these projects was a
11 test of mobile units in wireless communication in support
12 of real time traffic management. There were multiple
13 public and private partners involved in this effort. My
14 job was to evaluate the field test. The goal was to
15 observe, and assess, and communicate findings and lessons
16 learned to the research community at large. This project
17 was like most in my field in that an adequate level of
18 collaboration was achieved, but not without difficulty.
19 We used the traditional means of collaboration, meetings
20 were held, documents were drafted, they were reviewed and
21 commented upon. Responses to Comments were written and
22 recorded, and ultimately deliverables were submitted and
23 approved. But, like many projects, there were
24 disappointments, some action items moved forward even
25 though it wasn't the preference of all parties involved,

1 and some deadlines were missed. And the sponsor granted
2 at least one time extension.

3 In terms of how to foster collaboration among the
4 Commissioners to meet deadlines, I recommend that a
5 combination of informal and formal means of
6 collaboration. In terms of informal means, I'd be looking
7 to get to know the Commissioners individually, find out
8 about their families and where they're from and, you know,
9 learn about their hobbies and interests. It would be
10 helpful to share a ride to an event or, you know, go out
11 to lunch. I would be hoping to make some good connections
12 of people I can turn to for a quick and easy chat, to
13 explore an idea, or to flesh out a proposal. In terms of
14 formal collaboration, I would suggest a balanced approach
15 of some early brainstorming among all the Commissioners,
16 small groups and breakout sessions for the majority of the
17 work, and a robust decision-making framework when the full
18 Commission gets together. Early brainstorming should be
19 freeform, it should invite everyone to participate, all
20 ideas to be shared and heard, and lots of questions. I
21 think that most of the work will be done in small groups.
22 I would like to see those groups formed based on core
23 competencies and a balance of viewpoints. I think a small
24 group can even be one individual who hammers out a
25 particular work item. We need a robust decision-making

1 framework, especially when the full Commission gets
2 together.

3 Early on, it may be appropriate for multiple
4 levels of support to be an option in terms of indicating,
5 rather than maybe just "yes" and "no," but different
6 levels of support like, "I fully support," or, "I support,
7 but with minor changes," or, "I don't full agree with this
8 as my preference, but I'll go along with it," that kind of
9 allows some different levels of support in the early
10 stages, but then, later on move to a more rigorous "yes,"
11 "no," "up," "down," framework in terms of decision-making.

12 Tight deadlines might require streamlined
13 procedures, early drafts for immediate response, we need
14 contingency plans in case deadlines are missed or work
15 products are substandard, and a realistic understanding of
16 what can and cannot be accomplished.

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

24 MS. WORMLEY: Well, I have a core believe that
25 will make me effective in interacting with the public,

1 which is that, you know, every - it is a privilege to hear
2 someone's story, for them to let you in and to share what
3 matters. And when that privilege is a vote, I engage and
4 I pay attention. I am a focused listener, I am not prone
5 to let my mind wander when someone else is speaking. I am
6 skilled at filtering through large amounts of information
7 to get to the core issues. I am skilled at formulating an
8 effective response. I offer keen insight and innovative
9 problem-solving approaches. Some people can enter a room
10 full of strangers and use humor, personality to put
11 everybody at ease, and I am not generally that person, I
12 would gladly nominate the most charismatic members of the
13 Commission to warm up the room. But I am skilled at
14 delivering a solid presentation, one that outlines the
15 scope and purpose of a meeting, something that would set
16 the agenda for the meeting, something that would set the
17 tone.

18 In terms of reaching out to different communities,
19 I won't recommend the one-size-fits-all approach, I think
20 it's going to be important to customize the presentations
21 that kick those meetings off for the audience, and that
22 that adaptation would be done collaboratively between the
23 Commissioners and the community partners.

24 Finally, let me say that I will grow in my
25 capacity to contribute in this regard. I expect the

1 entire Commission to learn quickly, to be honest about
2 areas that are in need of improvement, and to move boldly
3 with adapting in accordance with lessons learned. I am
4 skilled at identifying points of weakness and
5 opportunities for improvement, and I am pleased to have
6 this opportunity to offer my application for the
7 Commission.

8 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

9 CHAIR AHMADI: Yes, thank you. Good morning, Ms.
10 Wormley.

11 MS. WORMLEY: Good morning.

12 CHAIR AHMADI: I have a few follow-up questions on
13 your responses to the standard questions, and then I have
14 a few other questions based on your application that I
15 would like to discuss with you.

16 First off, in response to question 1, you made a
17 reference to, you know, the work should be for the purpose
18 of placing communities into districts, which is a very
19 true statement. I'd like for you to please elaborate on
20 that, tell us what you mean by that.

21 MS. WORMLEY: Well, the Commission is going to
22 have Census data that will give hard data that describes
23 characteristics of individuals, and then the Commission
24 will be conducting public meetings that will get at more
25 qualitative aspects that describe communities. And my

1 feeling is that a community is a group of people who have
2 something that they're looking to protect, or that they
3 are desiring something that they wish to advance. And
4 mapping hard data from the Census to those qualitative
5 factors that describe a community will be a challenging
6 job, and it will be through public testimony that we are
7 able to bridge that gap.

8 CHAIR AHMADI: Do you think the Commissioners will
9 have an understanding for making assumptions about what a
10 particular segment of population based on the Census data
11 may prefer or not?

12 MS. WORMLEY: I think we are going to need to be
13 careful about that. We're going to be looking at voting
14 data, election data, that will help show a common support
15 of a particular candidate.

16 CHAIR AHMADI: So, by voting data, you mean for
17 the residents who voted for a particular party, for
18 example, or for a particular Proposition, for example?

19 MS. WORMLEY: That would be one set of data that
20 we have and that will be of use. I think we're going to
21 need to rely on Census data at large, election data,
22 geographic and employment data, and we're going to need to
23 cross-check that with these public outreach meetings to
24 get to the core of what makes a community a community, so
25 we can service them.

1 CHAIR AHMADI: Okay. How would you use the
2 employment data? I'm not looking for a right or wrong
3 answer, I'm just curious to --

4 MS. WORMLEY: Right. Well, you know, a particular
5 region is going to have one or more economic bases in
6 terms of the jobs, there is going to be maybe an
7 agricultural base, an industrial base, a service sector
8 base, an education base, and that will be of interest to
9 the extent that it maps to shared ideas about what it is
10 that they as a community want to advance or protect.

11 CHAIR AHMADI: Okay, gotcha. Thank you. In
12 response to standard question 3, you mentioned about the
13 potential for having implications, or a job of this
14 magnitude may have implications. Could you elaborate on
15 that? Did I hear you correctly? If yes, what do you
16 think would be the implications at the end?

17 MS. WORMLEY: Well, I think if you are referring
18 to the part of the response that said that this is a big
19 job, and that it means you need to dedicate yourself to a
20 job well done. This has a lot of time and effort has gone
21 into selecting the Commission, a lot of resources are
22 going to be channeled to facilitating the work of the
23 Commission, and that alone indicates a substantive mandate
24 that deserves dedication and a commitment to a job well
25 done.

1 CHAIR AHMADI: Okay. Thank you. Another follow-
2 up question I have on your response to question 4, and,
3 again, I'm not looking for right or wrong answers, just
4 about you sharing your vision about the work of the
5 Commission; we have a tight deadline, nine months or so.
6 You mentioned something about, you know, working in
7 smaller groups, and sometimes maybe even an individual
8 goes out and takes on a task and commits to complete it.
9 Share with us some detail about your vision of the work in
10 a little more detail.

11 MS. WORMLEY: All right, well, I imagine that
12 there are going to be volumes of data that needs to be
13 processed so that it can be summarized in a meaningful
14 fashion, and my experience has been that data analysis is
15 best done by an individual who can grab onto it, process
16 it with the appropriate statistical or analytical
17 techniques, and then summarize it for the group. So,
18 that's why I think that, even a small group can be a group
19 of just one to hammer that out.

20 CHAIR AHMADI: Do you see yourself in that role,
21 to take on that task?

22 MS. WORMLEY: I am comfortable analyzing data. I
23 think that, if I were on the Commission, I would want to
24 look around me and just see who else offered similar
25 skills, and you want to match the task to the talent, and

1 I imagine this to be a fairly balanced Commission in terms
2 of the variety of skills and abilities that they bring, to
3 put together a list of tasks, and you need to match those
4 tasks to those abilities.

5 CHAIR AHMADI: Okay, thank you so much. In your
6 application, you mention that you have lived in a county
7 that represents what you believe or refer to as a
8 "geographic crossroad." Could you elaborate on what you
9 mean by that?

10 MS. WORMLEY: Yes. I live in San Luis Obispo,
11 California, which is on the - we call it the Central Coast
12 of California, it is neither Northern or Southern
13 California, we are almost halfway between San Francisco
14 and Los Angeles. In some capacities, we are labeled as
15 rural, and in some ways, we are rural, but in other ways,
16 we're more urban than that. We are coastal, so we have
17 the tourism and recreation side of things, we have an arid
18 climate, we have a strong agricultural base, we have
19 ranchers, we have academics, we have government employees,
20 we have public utilities, we are a real mosaic in a way in
21 terms of community and lifestyle, and that's what I meant
22 by being a geographic crossroads, neither urban nor rural,
23 neither northern or southern, kind of a combination of
24 all.

25 CHAIR AHMADI: Are you comfortable with the way

1 the lines in your current District is drawn? Are you
2 comfortable with that?

3 MS. WORMLEY: I'm operating under the assumption
4 that, even though the current model represents a conflict
5 of interest, that those who were charged with this duty
6 did it in accordance with the laws that guide it, and made
7 tough, but judicious choices about drawing those lines.
8 So, I don't have a grudge against the line drawing for
9 that reason.

10 CHAIR AHMADI: Okay, thank you so much. No more
11 questions.

12 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

13 VICE CHAIR CAMACHO: Thank you. Hi, Ms. Wormley.

14 MS. WORMLEY: Hi.

15 VICE CHAIR CAMACHO: I'd like to follow-up with
16 one question. You talked a little bit about obtaining
17 information about voting patterns. What do you anticipate
18 using the voting information for about the voting of
19 particular candidates?

20 MS. WORMLEY: Well, I'll go back to my basic
21 premise that what defines a community is that they have a
22 shared - they share a common goal in terms of certain
23 things that they appreciate and have in their community,
24 that they wish to protect, and that their voting would
25 indicate what those are and what their positions are.

1 Likewise, I think what makes a community, you know, is if
2 they have something that they desire to gain or advance,
3 something that they wish to secure for themselves, and I
4 believe that their voting statistics could give insights
5 in that regard.

6 VICE CHAIR CAMACHO: Okay. Now, when you're
7 looking at voting information for particular candidates,
8 are you looking at it in the sense of Democrats,
9 Republicans, other affiliation parties? Do you think that
10 would help out the Commission?

11 MS. WORMLEY: To the extent that those correlate
12 to the other topics that I addressed, but more likely the
13 Propositions, I suppose.

14 VICE CHAIR CAMACHO: Okay. If your legal counsel
15 -- and you're on the Commission -- informs you that you
16 cannot use information about an individual's political
17 party affiliation, would you be comfortable with not
18 looking at that information?

19 MS. WORMLEY: I think I'd probably be relieved,
20 but - yeah.

21 VICE CHAIR CAMACHO: Okay. In your application,
22 you stated that capable individuals have a duty to step
23 forward and offer their ability to the Commission. Do you
24 think this selection process would accomplish that
25 purpose?

1 MS. WORMLEY: Well, I think the selection process
2 is acting on those who have responded to the call to
3 service, you know, I think that's what came first, is that
4 this opportunity was there, and people like myself felt,
5 hey, you know, this is something that I'm qualified to do.
6 This is something that, if I feel qualified to do it and
7 if I'm able to do it, put myself forward for that piece of
8 work. And I imagine it sounds like thousands of people
9 felt similarly. There may have been people who were
10 overly eager and they wanted to get in there and they
11 wanted to fix what they thought was wrong, and I guess
12 your job is to vet out those who are coming in with an
13 agenda vs. those who are just simply saying, "Hey, I'm
14 here for the work."

15 VICE CHAIR CAMACHO: So you are thinking in some
16 way that this process is kind of meeting that
17 understanding that you put into the - in your application?

18 MS. WORMLEY: Yeah. Well, I think that my
19 response and those of many others was that feeling like
20 they were competent enough to do the work, and that they
21 had their civic responsibility to put themselves forward.
22 Your job is to sort through all of those applications and
23 to, in accordance with the mandates of Proposition 11 to
24 service the intent and come up with a balanced Commission
25 that has the combination of skills that will make that

1 process successful.

2 VICE CHAIR CAMACHO: If you were one of the eight
3 individuals initially selected for the Commission, how
4 would you select the remaining six individuals?

5 MS. WORMLEY: The first thing I would do is I
6 would understand the core competencies of the eight. I
7 would look at the remaining pool and try to fill any
8 obvious gaps, either in people skills, in legal skills, in
9 analytical skills, and so forth. There seems to be a
10 mandate that there be a balanced view in terms of, I
11 guess, the number of Republicans, the number of Democrats,
12 and that's not up for discussion, as far as I know, so
13 that would have to be there. And, as well, to make sure
14 that it is diverse group in terms of gender and race and
15 the other things that would make it representative of the
16 State of California.

17 VICE CHAIR CAMACHO: As one of the eight
18 individuals, when do you think that this selection process
19 for the other six would occur?

20 MS. WORMLEY: My first response would be right
21 away, not a lot of time to do a big amount of work, and I
22 wouldn't want to do it shorthanded.

23 VICE CHAIR CAMACHO: So you would want to get
24 those six on as quickly as possible to start the process?

25 MS. WORMLEY: Unless someone advised me as to why

1 it was smart to wait.

2 VICE CHAIR CAMACHO: Okay. You are a civil
3 engineer and "activities applicable," so are your civil
4 engineering activities applicable to the work of the
5 Commission? If so, in what ways?

6 MS. WORMLEY: I am more of a transportation
7 engineer than I am a civil engineer, although
8 transportation engineering is one of the four branches of
9 civil engineering. Transportation engineering is unique
10 in the field of civil and engineering, in general, in that
11 it depends heavily on a wide variety of disciplines,
12 transportation projects involve hard sciences, as well as
13 soft sciences, you know, the way that vehicles and
14 pavements and infrastructure behave are fairly
15 predictable, human beings and the choices they make about
16 when and how to travel, and how to respond to different
17 incentives or disincentives, to encourage carpooling or
18 discourage, you know, driving gas-guzzling vehicles, that
19 takes a lot of insight into the psychology of the human
20 being, how societies value the quality of life, and
21 mobility, and cost savings. So, my vision for the
22 Commission's work is that it will be a process of
23 synthesizing some hard cold data with some more
24 qualitative characteristics of what makes communities what
25 they are, and transportation engineering mirrors that very

1 well.

2 VICE CHAIR CAMACHO: So, with the understanding,
3 the psychology of the humans around that transportation
4 center, or outside of the transportation center, is that
5 something that you have to be aware of? Or do you get
6 input from individuals regarding that?

7 MS. WORMLEY: I do a lot of that kind of work. My
8 thesis for my PhD was on choice behavior for the decision
9 whether or not to pay and get access to a tolling, or not
10 pay with your money, but rather, pay with your time and
11 remain in the free lanes. And so I did a lot of
12 analytical work focusing on human choice behavior, and so
13 I did not have to go outside of my area of experience to
14 do that.

15 VICE CHAIR CAMACHO: So, to get this information,
16 did you send out surveys, or talk to individuals and get
17 their input?

18 MS. WORMLEY: We -- I did. I crafted a survey, I
19 worked with another colleague of mine to craft a survey of
20 regular commuters in the Southern California area to find
21 out about their choices in that regard, and we also
22 gathered data about their age, and their gender, and their
23 employment, and their income, to try to understand what
24 about them might influence - might correlate to the
25 choices that they made. And we had seen other research

1 that had indicated - it wasn't as clean as one might
2 think, that the high income people were the ones who chose
3 the pay lanes, and the lower income people were the ones
4 who didn't. And so, my research tried to push that a step
5 further to look at the potential for attitudinal variables
6 to influence the choices that people make.

7 VICE CHAIR CAMACHO: So you looked at a lot of
8 different variables within this survey. And then you had
9 to synthesize that information and prepare this report.
10 Did you develop any maps to kind of show the tracking of
11 various transportation avenues?

12 MS. WORMLEY: There was spatial data involved in
13 that analysis, but it was represented in spreadsheet form
14 in terms of zones, you carve up the study area into zones
15 and each zone has a centroid, or a center of mass, and you
16 measure travel times between zones, someone will tell you
17 their starting point and their ending point, and you code
18 those to the zones that they're in, and you find
19 representative travel times between those zones, either
20 using the general purpose lanes vs. using the toll lanes,
21 and that kind of thing.

22 VICE CHAIR CAMACHO: In any of your work, have you
23 had the opportunity to use any mapping systems or GIS
24 systems?

25 MS. WORMLEY: I teach a transportation - an

1 introduction to transportation engineering class every
2 nine months or so, and there's a GIS component to that.

3 VICE CHAIR CAMACHO: Do you think that would be
4 similar or help you understand maybe the mapping component
5 within the Commission?

6 MS. WORMLEY: Most definitely.

7 VICE CHAIR CAMACHO: And how do you think that?

8 MS. WORMLEY: Well, I think you're going to have
9 the same kind of layered approach that the GIS tool will
10 use in transportation, that shows different ways of
11 slicing and dicing or representing geographic features and
12 boundaries and I am at least familiar with that.

13 VICE CHAIR CAMACHO: Okay. You lived in various
14 areas with different racial and ethnic groups. What have
15 you learned from this experience that would be helpful to
16 you as a Commissioner?

17 MS. WORMLEY: Well, I learned that different
18 groups have different things that define them as a
19 community, either a value system, or a cultural tradition,
20 and that that is something to approach carefully, you
21 don't assume that everyone likes the same things you like,
22 or values the same things you value. Ask some questions
23 and be prepared to be enlightened.

24 VICE CHAIR CAMACHO: Can you provide some examples
25 of you interacting with various groups?

1 MS. WORMLEY: Well, I meet 100 different students
2 a year as an educator. I teach two classes every quarter,
3 we operate in 10-week quarters. I teach classes at the
4 sophomore, junior, senior, and graduate level, so I meet a
5 lot of new people every year. They come from all walks of
6 life, all parts of the state, and all sorts of family
7 backgrounds. So, I interact with people from different
8 walks of life on a regular basis.

9 VICE CHAIR CAMACHO: When you are teaching to
10 these various students from diverse backgrounds, is there
11 any need to maybe modify how you're teaching, or how you
12 are presenting to some of these individuals?

13 MS. WORMLEY: In an ideal world, yes, I would love
14 to be able to spend some time getting to know their
15 learning styles and to be able to adapt to meet each
16 one's. In front of the classroom, and with the limited
17 time that we have, I'm not able to adapt as much as I
18 would like to, but then I rely on my office hours to
19 customize when students come to see me, to figure out,
20 okay, that information didn't come across as I had
21 intended for one reason or another, let's talk about why
22 and how I can adapt accordingly.

23 VICE CHAIR CAMACHO: Thank you. So you have
24 office hours so your students can come to you and then you
25 can adapt to their special needs at that time?

1 MS. WORMLEY: That's right.

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

4 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

5 PANEL MEMBER SPANO: Thank you. Good morning.

6 MS. WORMLEY: Good morning.

7 PANEL MEMBER SPANO: I just want to clarify
8 something because I don't know if I heard it right. You
9 were responding to Nasir earlier about the current lines
10 in your District, and did you say you were comfortable
11 with the way - you're not comfortable, or you were
12 comfortable with the way your lines are drawn?

13 MS. WORMLEY: I am not uncomfortable with the way
14 that they are drawn. I assume that they were drawn with
15 due diligence and in accordance with the law, and that
16 until I sit down and talk with the person who drew them
17 and can fully understand what the tradeoffs were, I'm not
18 prepared to judge that.

19 PANEL MEMBER SPANO: And I know you mentioned a
20 conflict of interest, and I didn't really understand how
21 to apply the context because you said this right after
22 that, and I didn't --

23 MS. WORMLEY: Oh, I think the conflict of interest
24 might have come up in response to how I thought that the
25 Commission's work could benefit the State. And I was

1 saying that, by having the legislatures draw the Districts
2 in which they are elected was a conflict of interest, and
3 that it could potentially motivate some self-serving
4 choices about either protecting their seat, or by trying
5 to maximize the number of seats for their political party,
6 and it would be good - I think it would be beneficial to
7 remove that conflict of interest.

8 PANEL MEMBER SPANO: Do you believe your lines -
9 you have fair representation in your District?

10 MS. WORMLEY: I believe that the community is
11 divided - it would appear to me that the community could
12 be kept more whole, but I don't know exactly what
13 tradeoffs had to be made in terms of legal - I mean, I
14 assume that those lines are legal and that they were drawn
15 with input and guidance, but potentially there could have
16 been a conflict of interest.

17 PANEL MEMBER SPANO: And in what way do you see
18 that shared interest, or divided because the lines are not
19 kept intact or...?

20 MS. WORMLEY: I would like to see the San Luis
21 Obispo County kept more whole, I suppose. But I don't
22 know for sure, I haven't had the privilege of going
23 through the analytical process and having to maintain
24 adherence to local laws to know what those tradeoffs may
25 have been.

1 PANEL MEMBER SPANO: Can you describe for me what
2 you mean by a context sensitive approach? In your
3 response, you said a successful outcome may also require a
4 context sensitive approach that can detect an unfortunate
5 result and permit some fine tuning in order to better
6 achieve the goals of redistricting.

7 MS. WORMLEY: Well, I think in a context sensitive
8 approach, you are reaching out to communities, trying to
9 understand what it is that they value as a shared
10 interest, and to the extent that they can be kept whole
11 while still maintaining adherence to rules about equal
12 population, and other legal metrics - legal mandated
13 metrics, that's when those - you know, an unfortunate
14 circumstance may have to occur when you're trying to
15 balance so many competing factors.

16 PANEL MEMBER SPANO: Meaning you can't please all?

17 MS. WORMLEY: I don't think so.

18 PANEL MEMBER SPANO: How do you see the best way
19 of achieving a combination of incorporating the
20 qualitative or the quantitative? Have you thought about
21 the complications you foresee in doing this?

22 MS. WORMLEY: Well, I do foresee complications,
23 but I haven't had the opportunity to put my mind to those
24 tradeoffs in any kind of formal manner. You know, I do
25 think that it'll be important to communicate to people

1 what the tradeoffs were when this set of lines were drawn,
2 as cleanly and as clearly as possible, because there are
3 going - it won't be possible to please everybody. And
4 when people are - when people feel that you have shared
5 with them the honest truth about what the constraints
6 were, I think people can respect the reality. There is
7 not going to be any one perfect solution here. I believe
8 that there could be lots of potential solutions that are
9 defensible. And that's good news in some ways, that the
10 Commission doesn't have to drive themselves crazy, or
11 stretch out the analysis, you know, to an unrealistically
12 or an unreasonably long time, trying to get to that one
13 perfect solution. I don't believe there is one perfect
14 solution. There are several, if not many, sets of lines
15 that can be drawn, that are defensible, and it will be up
16 to the Commission to review those possibilities, to ask
17 themselves just how defensible, and how easy it will be to
18 communicate to stakeholders the tradeoffs that were made.

19 PANEL MEMBER SPANO: In what ways do you feel that
20 ignoring the context sensitive approach will harm the
21 Commission's decision-making?

22 MS. WORMLEY: Well, if you ignore what makes a
23 community a community, then you might as well let a
24 computer draw the lines. And so, a lot of time and effort
25 has been put forward to forming this Commission, and it

1 will be incumbent upon them to do what a computer can't
2 do, which is to reach out for that qualitative data, and
3 to try to bridge that with the quantitative.

4 PANEL MEMBER SPANO: Are you aware of any other
5 approaches to decision-making that will benefit the
6 Commission's work?

7 MS. WORMLEY: You mean in terms of like group
8 decision-making?

9 PANEL MEMBER SPANO: Group decision-making and
10 evaluating, in determining the information that's
11 absolutely necessary to evaluate for the lines.

12 MS. WORMLEY: Well, I definitely believe that they
13 should put forward the early drafts, I think the
14 Commissioners should generate early drafts and not be
15 afraid for those early drafts to be critiqued -
16 aggressively. To expend a lot of time, resources, to chew
17 on data for fear of putting forward something that is less
18 than defensible, and postponing the actual drawing of
19 lines, I think, would be unwise. My preference would be
20 to go ahead and get an early draft out there, be prepared
21 at least among Commissioners to know there are going to be
22 problems with it, but to get those identified early so
23 that you can start adjusting and adapting and getting used
24 to making those tradeoffs.

25 PANEL MEMBER SPANO: Given your knowledge about

1 the extent of the various groups and people that you have
2 encountered in your work and volunteer activities, where
3 do you think the most difficult area would be to draw the
4 lines?

5 MS. WORMLEY: Well, I think the most difficult
6 areas to draw the lines would be to be where the mosaic is
7 the finest, you know, I'm imagining a, you know, the
8 broken tile mosaic art, where the big pieces are that are
9 homogenous, homogenous in terms of what makes a community
10 a community, and in terms of the demographic data and
11 other things, and the areas where those chips are the
12 smallest, those are going to be the most difficult, so I
13 would imagine it will be surrounding the most urban
14 centers is my guess, that it would be in the greater Bay
15 Area and in Southern California.

16 PANEL MEMBER SPANO: What does appreciation for
17 California's diversity mean to you?

18 MS. WORMLEY: Well, it means that there are -
19 there's not just one way, there are many ways, there are
20 not just one type of person, there are many people, and
21 there is strength and richness in that. When you have a
22 completely homogenous set of viewpoints, you are, I think,
23 maybe a shortsighted group, failing to see all of the
24 aspects that make us strong or whole.

25 PANEL MEMBER SPANO: Why is appreciation for

1 California's diversity so important to redrawing the
2 lines?

3 MS. WORMLEY: Well, I think that, you know, if one
4 homogenous group is drawing the lines, then it's likely
5 that there will be unfortunate consequences for other
6 groups, just due to ignorance. When you have a diverse
7 group of people working together who can pool their
8 insights about what might matter to one group vs. another,
9 and how to preserve them as a community, all the better.

10 PANEL MEMBER SPANO: Why is it so important, the
11 appreciation for California's diversity, in complying with
12 State and Federal laws, to the best of your knowledge?

13 MS. WORMLEY: Well, it would appear that there are
14 federal laws that have been put in place to ensure that
15 certain groups don't get fragmented, to the extent that
16 their voice can't be heard. There are Federal laws that
17 also present grouping them altogether in one voting
18 district so that they don't have - they have a strong
19 voice in one area, but a weak voice everywhere else, and
20 that's a reality, those laws are there and they have to be
21 met.

22 PANEL MEMBER SPANO: In your response, you
23 mentioned a third factor that, "I encounter 100 young
24 adults each year," you mentioned, through the various
25 college courses you teach, your students "come from every

1 corner of the State, representing all manners of
2 diversity, including gender, ethnicity, sexual
3 orientation, faith, and economic status. It is a
4 privilege to construct and mentor these young people and
5 to ultimately follow their accomplishments and post-
6 graduation lives." You mentioned your students' sexual
7 orientation, faith, and economic status. How do you know
8 these aspects of their diversity?

9 MS. WORMLEY: They share them with me in my office
10 when they come to me and they are having problems meeting
11 deadlines. If their grades are suffering, they will often
12 explain why, what is going on in their personal life that
13 is compromising their academic performance. And at first
14 I, you know, "Wow." Okay, yeah, I'm listening - I *am*
15 listening. It's - I don't know if "humbling" is the right
16 word, but, you know, I'm getting insight into their life
17 and they're offering it, and I try to capitalize on that
18 privilege for their benefit by being sympathetic and by
19 identifying resources on campus, or outside of campus that
20 can help them with what other struggle they've related to
21 their academic performance.

22 PANEL MEMBER SPANO: Are you comfortable talking
23 to students whose sexual orientation, faith, or world view
24 is very distant from yours?

25 MS. WORMLEY: I am.

1 PANEL MEMBER SPANO: Can you explain how your
2 experience teaching a diverse population of students
3 demonstrates your recognition of how such characteristics
4 impact the political participation and representation of
5 individuals and groups who are not seen as mainstream?

6 MS. WORMLEY: Well, it gives me - I guess it
7 heightens my awareness. It kept me aware of things
8 outside of myself from a purely sort of academic point of
9 view, as well as I can when I have personal connections
10 with people who are that different from me. I could read
11 about groups; that's not the same thing as relating
12 interpersonally with specific individuals who are
13 different from me, so that has helped.

14 PANEL MEMBER SPANO: Thanks. I'm just curious, at
15 what point does the student reveal their sexual
16 orientation in terms of any types of discussions related
17 to schoolwork?

18 MS. WORMLEY: Well, it happens. I've had - I
19 guess being a female in an engineering discipline, maybe,
20 sets me apart so that if there are students who are
21 struggling with issues, either unplanned pregnancies, or a
22 substance abuse, or incarcerated parents, or troubles with
23 their partner, they see me as somebody that they can share
24 with. Maybe all the other faculty are getting the same
25 level of intimacy that I am getting, but I'll hypothesize

1 that maybe, by being a female, or by coming across as
2 approachable, I do get that.

3 PANEL MEMBER SPANO: Like a counselor, almost?

4 MS. WORMLEY: Yeah, someone that listens, someone
5 who will listen.

6 PANEL MEMBER SPANO: You mentioned that - you said
7 I have five minutes a few minutes ago? Okay. Thanks.

8 You said in your application, "I prefer to remove
9 even the suggestion of partiality by encouraging students
10 to use their School ID numbers to identify their papers."
11 If you didn't have their ID numbers, would it be difficult
12 for you to remain impartial?

13 MS. WORMLEY: Not really, because I - in the case
14 of oral reports and in written reports, I put together a
15 fairly structured rubric and there are specific
16 qualitative factors to each part of the assessment, and I
17 add points, and so if you get a 5 out of 7, my rubric will
18 explain what I was looking for and, what I did not find,
19 that causes the student to lose two points. And the
20 general reaction I get from my students is, "Oh, yeah, I
21 can see why I got a B-."

22 PANEL MEMBER SPANO: Did that rubric that you
23 mentioned develop as a result of being challenged by the
24 fairness of your assessments?

25 MS. WORMLEY: No, it did not. I tend to be self-

1 critical and want to make sure that I can defend my
2 assessments, so I was pretty - I adopted that style early
3 on, so that when I gave an assessment, I could feel
4 confident from the beginning.

5 PANEL MEMBER SPANO: Can you tell me what
6 personalities that you gravitated towards or get along
7 with, and those that you don't?

8 MS. WORMLEY: Well, I can tell you that the
9 personalities, the people that I connect with the greatest
10 are the ones who I have the easiest time getting past like
11 the small talk, the weather, the traffic. I do find it
12 more worthwhile for both parties when we can get past all
13 the small talk and we can generally share what our hopes
14 and our fears and our struggles are, you know, not just
15 the superficial stuff. So, it's those persons that I meet
16 that are willing to go to that level that I kind of
17 connect with.

18 PANEL MEMBER SPANO: Okay, thank you.

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

21 CHAIR AHMADI: I don't.

22 VICE CHAIR CAMACHO: I can wait until...

23 MS. RAMIREZ-RIDGEWAY: Oh, the Panel took most of
24 mine. I think I only have a couple for you. Your
25 religion seems very important to you, and I wonder what

1 bearing that will have on your ability to listen to and
2 make redistricting decisions regarding Californians,
3 generally, but particularly those of a different faith, or
4 a different culture that you're not familiar with, or that
5 seems largely different from yours?

6 MS. WORMLEY: Well, I mean, my religion is
7 important to me, but it's not something that I tend to
8 color my analyses with.

9 MS. RAMIREZ-RIDGEWAY: You talked a little bit
10 about the laws regarding use of certain groups and not
11 fragmenting them, I think is what you said, or not
12 compacting them, I'm not sure if I'm quoting you
13 precisely.

14 MS. WORMLEY: That sounds right.

15 MS. RAMIREZ-RIDGEWAY: Do you know what groups are
16 protected under the Voting Rights Act of 1965?

17 MS. WORMLEY: I understand them to be those that
18 were historically underrepresented - African-American,
19 maybe Latino or Hispanic, I'm not sure if there's any
20 faith groups that fall under that.

21 MS. RAMIREZ-RIDGEWAY: Do you believe that the
22 Voting Rights Act is still a necessary law in our Nation,
23 particularly our State?

24 MS. WORMLEY: I don't know that it's not. If
25 there are regions where the voter turnout is so low, I

1 suppose that there's a possibility, I don't know first-
2 hand that that's due to some sort of external pressure
3 that need to be compensated for.

4 MS. RAMIREZ-RIDGEWAY: But you're comfortable, I
5 mean, there will be certain circumstances where the law
6 just absolutely dictates what you have to do and you are
7 comfortable applying that law.

8 MS. WORMLEY: Hey, blame the other guy, blame the
9 law!

10 MS. RAMIREZ-RIDGEWAY: I get a lot of that.
11 Panelists, I don't have further questions. Ms. Camacho,
12 did you have one?

13 VICE CHAIR CAMACHO: Yes, I did. I see that you
14 helped out with the volunteer Income Tax Assistant
15 program. Why did you want to participate in that program?

16 MS. WORMLEY: Well, I - I saw an opportunity and I
17 heard of an opportunity, and my response was, "I can do
18 that. I have those skills. And I have the time to do
19 that." And it's similar to when this opportunity was, you
20 know, came to my attention, where I responded and said,
21 "Hey, I have those skills. I have the time and energy to
22 do that. Why not put myself forward in that capacity?"
23 And I like forms, I'm comfortable with them, numbers,
24 there was a software package that was used to fill out
25 these forms, I felt comfortable with that, and it was - I

1 was invited. And I saw, "Oh, hey, I can do that. And I
2 get to serve other people, doing - making a meaningful
3 contribution to benefit people's lives. Let's do it."

4 VICE CHAIR CAMACHO: Obviously, you know, you're a
5 very educated individual. How will you be able to
6 interact with the average Californian that is out there?

7 MS. WORMLEY: Well, I spend as much time off
8 campus as I do on campus. I spend as much time
9 interacting with people at Church, and at school, and at
10 Elementary schools, coffee shops, in all aspects of my
11 life other than my academic work, and I've been
12 consistently engaged in a wide variety of interactions. I
13 think that gives me a pretty good basis to draw from.

14 VICE CHAIR CAMACHO: Okay, thank you. That was my
15 last question.

16 MS. RAMIREZ-RIDGEWAY: Other questions, panelists?
17 We have some time on the clock, Ms. Wormley, if you'd like
18 to make a closing statement.

19 MS. WORMLEY: Well, I think this is a really neat
20 thing that you guys are doing and investing all the time
21 and energy that you've had to do, and I want to thank you
22 for giving me the attention and responding and listening
23 as if I may be the first person you've interviewed.

24 VICE CHAIR CAMACHO: Thank you.

25 PANEL MEMBER SPANO: Thank you.

1 MS. RAMIREZ-RIDGEWAY: Thank you so much for
2 coming to see us.

3 CHAIR AHMADI: Thank you.

4 MS. RAMIREZ-RIDGEWAY: Let's recess until 10:59.

5 (Off the record at 10:24 a.m.)

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

7 MS. RAMIREZ-RIDGEWAY: It's 11:00, let's go back
8 on record. Our next Applicant is Brightstar Ohlson. Did
9 I pronounce your name correctly?

10 MS. OHLSON: Yes, you did.

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

13 MS. OHLSON: Yes, I am.

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

21 MS. OHLSON: Good morning, Ms. Camacho, Mr.
22 Ahmadi, and Ms. Spano. I would like to thank you for
23 giving me the opportunity to speak with you today. I
24 believe that Commissioners need a specific set of
25 analytical skills. They must be able to interpret complex

1 statistical data, read and interpret maps, and understand
2 topics related to redistricting, such as the Voting Rights
3 Act and other applicable statutes and laws.

4 Another important skill is the ability to
5 understand and appreciate California's diverse geography
6 and ethnic diversity. This skill is essential to engaging
7 the public in the redistricting process and ensuring that
8 the public's voice is weighed in the Commission's
9 deliberations. Finally, the ability to remain impartial
10 is also necessary, as the maps produced by the Commission
11 can potentially reshape California's political landscape.

12 I believe that I possess all three of these
13 skills and ask that the Commission seriously consider my
14 qualifications. My personal experience, as a Native
15 Californian and a daughter of a Nicaraguan mother and
16 Californian father, enhance my own appreciation of
17 California's diverse ethnic groups. Further, because I
18 work as a consultant to public sector agencies, who are
19 charged with serving California's diverse communities, I
20 am also experienced in analyzing population level data and
21 designing public input processes to engage residents in
22 the civic process.

23 For the past 10 years, I have served as a
24 researcher and evaluator, for five years at the University
25 of California San Francisco as a Research Associate and

1 Project Director on Federally Funded Studies, and
2 currently as a Senior Associate for Community Research and
3 Evaluation at Gibson and Associates in Oakland. The
4 skills required of a researcher and evaluator mirror those
5 required of a Commissioner. My professional experience
6 has equipped me with the ability to learn new topics
7 quickly, analyze qualitative and quantitative data, remain
8 impartial, and develop community input methods that are
9 responsive to California's diverse ethnic, socioeconomic,
10 and regional groups.

11 My undergraduate training in Anthropology at
12 Yale University provided me with a foundation in research
13 methods and strategies for maintaining objectivity. I
14 gained additional training in this area as a researcher at
15 UCSF, where I was responsible for conducting over 100
16 qualitative interviews in English and Spanish, and
17 analyzing qualitative data. I received extensive training
18 in maintaining objectivity and reducing bias during data
19 collection. On the adolescent relationship study, I
20 worked with the Principal Investigator to reduce bias in
21 our analysis and particularly in relation to the Latino
22 and African-American participants, and eventually trained
23 coders on the topic. At Gibson and Associates, I have
24 researched and evaluated publicly funded programs at the
25 community, city, and county level, including an assessment

1 of the level of linguistic access to healthcare available
2 to limited English proficient clients in San Mateo County
3 and an assessment of K-12 educational programs designed to
4 increase the diversity of the healthcare professions
5 across the State.

6 As the lead researcher for each of these, and a
7 number of other projects, I have been called upon to
8 analyze a variety of types of data to discern between
9 valid and invalid data and input, to develop commitment
10 amongst stakeholders to the process, without compromising
11 my professional role as an independent consultant, and to
12 use my analytical skills to design a process that provides
13 meaningful information.

14 Other skills that I believe are important to a
15 Commissioner, which I will address later in the interview,
16 are an ability to collaborate with others and engage in
17 group processes. I believe that a Commissioner should
18 also value the opportunity that the Commission represents
19 for Californians to participate in civic life, and that
20 transparency in public participation should be key values.

21 What I don't bring to the table is expertise in
22 the area of redistricting and the applicable laws and
23 statutes with which our maps would need to comply. While
24 I have worked with maps on a local level, I would need to
25 develop my capacity in this area. In order to develop new

1 content area and knowledge on redistricting, I would use
2 the same skills and approach I use in my role as a
3 consultant. I would conduct online research, read
4 literature that researchers and non-partisan groups have
5 produced on this topic, and pose questions to legal
6 experts, staff, and other Commission members with
7 expertise in these areas.

8 I began reviewing literature on redistricting
9 and the specific requirements of the Voters First Act in
10 preparation for this process, and will continue to build
11 my knowledge base, were I to be selected. I have a track
12 record of building expertise quickly on a long list of
13 content areas and believe I would be successful here.

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

22 MS. OHLSON: I've had many experiences in my
23 personal and professional life where I've had the
24 opportunity to use my facilitation and consensus building
25 skills to work with a group to achieve common goals, which

1 often involves resolving conflict. I would like to share
2 additional information about my work with SEIU Local 1021.

3 About two years ago, I led the development of
4 the Vision and Bylaws process for the Local. It was a
5 54,000 member Union in Northern California. The Union had
6 recently undergone a merger of 10 smaller Unions, previous
7 efforts by members to develop the Bylaws had stalled, and
8 tensions between different groups of stakeholders were
9 extremely high. The merger had created a number of
10 individual and organizational wounds. This was a
11 particularly challenging project because the Bylaws needed
12 to include a governance structure for the Union. In
13 addition, individuals, current or former elected
14 officials, with a vested interest in the way that the
15 Union was governed, were also charged with drafting the
16 Bylaws.

17 My role was to develop and lead a process that
18 would result in a set of Bylaws and a vision that
19 reflected the interest of members, respected the
20 organizational and geographic diversity of the Union,
21 could withstand legal muster, and could generate enough
22 support among the membership to pass, all within a very
23 specific time frame. Over the next nine months, I
24 facilitated consensus-based decision making with a group
25 of 25 Union members and staff.

1 The first step in the process was to de-escalate
2 the tensions and refocus members on their common goals. I
3 conducted one on one interviews with key stakeholders to
4 gain a better understanding of the key issues and sources
5 of tension among members. The outcome of these interviews
6 was the list of five areas where members had significant
7 differences of opinion on what the Bylaws should include.
8 These differences had led to impasse during the previous
9 efforts. I started off with a full day retreat with over
10 60 members who had participated in the previous efforts.
11 Members had a chance to air their past grievances, which
12 was a really important step. At this retreat, I also
13 secured the group's commitment to construct a new
14 committee that included greater representation from the
15 Local's diverse regions and ethnicities.

16 My role as the facilitator moving forward was to
17 lead a process that maximized the participation of members
18 from diverse regions and ethnic groups, to ensure that the
19 members charged with developing the Bylaws were well
20 informed, and to facilitate consensus-based decision-
21 making. I was also charged with ensuring that the process
22 was viewed as a legitimate one by members, legal experts
23 and the International Union. In order to achieve that
24 end, I needed to understand the political landscape and
25 the interests of various stakeholders involved in the

1 process. I needed to be able to discern between
2 legitimate input and attempts to use the process to secure
3 greater power for certain groups. Further, discussions
4 around several key areas quickly became impassioned and
5 certain members of the group were very comfortable
6 presenting their positions, while others held back. In
7 order to ensure equal participation and prevent the
8 meetings from spiraling into shouting matches, I developed
9 ground rules, used a variety of participatory structures,
10 and used an assertive facilitation approach. My ability
11 to remain impartial, hold the group accountable to its
12 criteria for decision-making, think on my feet, and
13 maintain a collegial and participatory environment, were
14 paramount to the success of this process. In addition, in
15 order for committee members to participate meaningfully in
16 this process, I needed to translate complex legal and
17 technical terms into layman's language, and educate
18 members about the implications and sometimes unintended
19 consequences of their decisions.

20 One area where there was significant
21 disagreement was on the question of Union Dues. Part of
22 the committee was committed to specifying the amount of
23 the dues increase, while another group thought it better
24 to leave it out. The regional input from members revealed
25 the geographic split on the question of Dues. After

1 several hours of discussion, I proposed a middle ground
2 that outlined a target percentage for the Dues to increase
3 within five years. This third way satisfied both groups
4 and was ultimately approved by the committee. The Bylaws
5 themselves were approved by Union members last November.

6 At my firm, I also serve on the Leadership Team
7 and have served as a Mediator in resolving conflicts
8 between staff. I am known for my ability to see both
9 sides of an issue and to propose alternative options that
10 all can agree to. In order to avoid conflict on the
11 Commission, I think it would be important to define our
12 objectives timeline and, most importantly, how we as a
13 group are going to make decisions. Ground rules for
14 discussion can keep differences of opinion from becoming
15 personal. We will need to outline steps and develop
16 agreements about how we will spend our time, and ensure
17 that all members of the Commission have an equal voice.
18 Once criteria for decision-making are defined, we must
19 hold ourselves accountable to those. Ideally, a moderator
20 would help to achieve those ends. There are a number of
21 facilitation techniques that I have used to help avoid
22 conflicts and resolve conflicts during group processes
23 that I would suggest the Commission consider. In general,
24 I believe that addressing people directly, starting with
25 listening, and seeking common ground, are important

1 strategies for resolving conflict. My experience with
2 facilitation input and consensus-based decision making
3 would assist the Commission in developing systems and
4 processes to achieve our common goals.

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

10 MS. OHLSON: I'm still learning about the
11 potential impact of the Citizens Redistricting Commission
12 on the State and am very excited about the possibility of
13 participating so intimately in this historic opportunity.
14 I think the most important impact of the Commission is
15 that it will improve Californians' participation in civic
16 life.

17 The application process for the Commission has
18 already generated a great deal of public interest in the
19 process and is just one avenue for participation. The
20 public hearings specified in the Voters First Act before
21 and after proposed maps are released represent another
22 important opportunity for Californians to participate. It
23 will be important for the Commission to formulate a public
24 input phase that is inclusive and accessible to
25 Californians from diverse ethnic groups and regional

1 groups.

2 The creation of an independent Commission
3 removes the process of redistricting from the
4 legislature's hand. Commissioners will not be able to
5 consider whether or not the lines they draw protect an
6 incumbent; as a result, there is a possibility that some
7 districts could become more competitive and that
8 Californians could become more engaged in local politics.
9 Further, the Voters First Act prioritizes the preservation
10 of communities of interest and could also result in
11 greater civic engagement.

12 In terms of harms, maps produced by the
13 Commission may experience judicial review challenges,
14 which could delay the adoption of new Districts. And
15 because the voter rolls do not mirror the State's
16 demographics, there is a chance that the Commission may
17 not reflect the State's ethnic diversity.

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

1 Commission meets its legal deadlines.

2 MS. OHLSON: For the past 10 years, I have
3 worked as a part of a team of evaluators and researchers.
4 My ability to get along with others and generate
5 commitment to the work has meant that I'm frequently
6 assigned to lead projects. Most of our projects involve
7 collaboration between the research team and stakeholders
8 in the form of an advisory committee task force or
9 steering committee.

10 I am currently at the end of the second year
11 leading the evaluation of Measure Y, the City of Oakland's
12 Violence Prevention Initiative. The goal of the
13 evaluation is to assess the impact of Measure Y on the
14 clients and communities it serves. I aim to conduct an
15 evaluation that provides stakeholders with meaningful
16 information, that helps them improve their programming,
17 completing this project on time and within budget, without
18 compromising our standard of research are also important
19 goals. Because of the complexity of the evaluation, a
20 team of about 10 staff from both firms are working on the
21 project. The team includes project managers,
22 statisticians, evaluation coaches, analysts, and research
23 assistants. A colleague from the partnering firm and I
24 are co-leading this evaluation. We have a very collegial
25 and professional culture between our firms and each team

1 member brings unique and important strengths to the
2 evaluation team.

3 Key ingredients to successful collaboration have
4 been understanding what each person brings to the party,
5 what individual responsibilities are, acknowledging
6 contributions, and viewing challenges as an opportunity to
7 improve. What I have also learned through my work on
8 teams is that it is important to know when to listen and
9 when to speak when working with a team. I am known among
10 my colleagues and clients for my ability to think
11 critically and to pose questions that lead the group
12 towards greater insights. My co-lead manages the work
13 plan and budget tightly, whereas my role is to ensure that
14 our evaluation activities are valid from a research
15 perspective.

16 Another important piece of my work has been the
17 collaboration with the City of Oakland. We have managed
18 this important relationship by keeping the client apprised
19 of our progress and soliciting their input around our
20 evaluation plan and timeline. We have made adjustments
21 and integrated their interests, but have also been willing
22 to say no when necessary to maintain the integrity of the
23 evaluation. I have been a very successful member of many
24 teams, both professionally and as a volunteer in my
25 personal life, and look forward to bringing this

1 experience to the Commission.

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

9 MS. OHLSON: Sure. I believe in my own personal
10 responsibility, as well as our collective responsibility,
11 to participate actively in civic life. The public input
12 component of the Commission is an area that I am
13 particularly interested in for this reason, I also bring
14 particular strength and experience with public input
15 processes. For each evaluation and planning project I
16 have led, there has been an input process from residents,
17 clients, consumers of services, staff, and other
18 stakeholders. I have been responsible for designing and
19 implementing community input processes at my firm, with a
20 particular eye towards engaging limited English proficient
21 clients, those groups who have not traditionally
22 participated in civic life, and hard to reach populations.
23 I frequently push my staff to think more deeply about what
24 information they are seeking from the input process, how
25 they plan to use the input, what information they wish to

1 disseminate through the input process, and what forum is
2 most appropriate to achieve those goals.

3 Over the past five years, I researched
4 approaches to outreach and created a variety of forums to
5 increase the participation of people from a range of
6 literacy levels, ethnicities, income levels, and
7 communities. While the Commission may be limited in the
8 format of public hearings, I believe there are
9 opportunities to integrate effective practices into our
10 approach to engage the public in this process.

11 In addition to designing and facilitating public
12 input processes, I have also had significant experience
13 storing, coding, and analyzing input. I have trained
14 staff on strategies for triangulating qualitative input
15 with quantitative data, and determining what minimum
16 threshold of information must be present to draw
17 conclusions. I have also had extensive experience
18 facilitating the integration of community input into
19 decision-making and presenting and defending reports of
20 findings before the public and other stakeholders.

21 An important community input process that I
22 worked on was the Mental Health Services planning process
23 for San Mateo County. The goal of the community input
24 process was to engage clients from underserved ethnic
25 groups in different regions of the county. In defining

1 what a transformed mental health system would look like,
2 working with over 50 community-based organizations,
3 consumer advocacy groups and leaders, I designed and
4 managed the community input process which involved over
5 100 focus groups and community meetings with consumers,
6 family members, residents, and other stakeholders. I
7 recruited bilingual facilitators who were fluent in
8 Tagalog, Mandarin, Tongan, and Spanish, to conduct the
9 focus groups and trained them on facilitation methods. I
10 designed a coding system to store and analyze qualitative
11 data and produce reports summarizing inputs. The
12 community input served as an important compliment -

13 MS. RAMIREZ-RIDGEWAY: One minute.

14 MS. OHLSON: -- to quantitative utilization and
15 demographic data. Public input processes are important to
16 enhancing public participation in civic life. I am
17 confident that my experience and expertise in this area
18 would enhance the work of the Commission.

19 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

20 CHAIR AHMADI: Thank you. Good morning, Ms.
21 Ohlson.

22 MS. OHLSON: Good morning.

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

25 MS. OHLSON: Sure.

1 CHAIR AHMADI: -- on your responses to standard
2 questions, and then I am planning to go over a few other
3 questions based on your application with you.

4 First of all, what is the mission of Gibson and
5 Associates?

6 MS. OHLSON: The mission of Gibson and
7 Associates is to strengthen the public sector through
8 research, evaluation and planning services, so we bring
9 best practices, data analysis, to the public sector with
10 the hope that they will improve the services that they
11 provide to their clients.

12 CHAIR AHMADI: At what level is the -

13 MS. OHLSON: We work - okay -

14 CHAIR AHMADI: -- the focus? State? Local?

15 MS. OHLSON: We work with primarily our clients
16 are cities, county agencies, nonprofit organizations, and
17 other public institutions. We work primarily at a local
18 level, so city and county level. We are not working right
19 now at the State level.

20 CHAIR AHMADI: Is there a particular area in the
21 State that you guys are focusing on?

22 MS. OHLSON: We were a Bay Area based firm, but
23 we have worked across Northern California and we have also
24 had a firm down in - not a firm - a project down in
25 Irvine, it was a strategic planning process for the City

1 of Irvine, so I have worked in Southern California, as
2 well. I led that process. It was a strategic planning
3 process to develop a plan for their Children and Family
4 Services Department within the City of Irvine.

5 CHAIR AHMADI: Okay. Do you guys also work with
6 cities in the Northern part of the State?

7 MS. OHLSON: We haven't worked with cities in
8 the northern part of the State. But that SEIU project
9 that I was referencing, they serve - they represent all of
10 Northern California, and we did conduct regional input all
11 the way up to Crescent City and other areas such as
12 Redding and Chico for that project.

13 CHAIR AHMADI: Okay, thank you so much. I just
14 wanted to clarify.

15 MS. OHLSON: Sure.

16 CHAIR AHMADI: You know, as you described in
17 your responses and also in your application, you know, I
18 can see that you have been involved with many teams
19 throughout your professional life. Could you share with
20 us, you know, one of your experiences that you found most
21 rewarding and why? From those team works?

22 MS. OHLSON: From working on the team. Well, I
23 have to say, the one that stands out in my memory and that
24 I already sort of spoke about was the SEIU. It was by far
25 the most challenging project that I have worked on because

1 it was so political, and there was so much to kind of get
2 your head around, and it required the greatest amount of
3 skill on my part as a facilitator. And I got to know this
4 team worked very closely with them, and the staff from the
5 SEIU, the members involved in it, as well as my staff,
6 felt that we had achieved a significant victory. It
7 didn't seem like they would be headed towards passing
8 those Bylaws, so the fact that we were able to get there,
9 that felt like a great victory for us. On a sort of
10 smaller level, a personal level, I do volunteer at my
11 children's schools, I have three kids, aged 1, 6 and 9,
12 and I did work on my daughter's school with experiencing
13 significant transition and leadership and teachers and we
14 convened a hiring committee to look for a new director
15 that could potentially address some of the challenges the
16 school was experiencing, and I did participate on that
17 hiring committee, and brought those same skills of
18 defining criteria, defining a work plan, working with
19 others, and then using that criteria to make our decision,
20 and being able to come forward to the parent body with
21 what we all collectively felt was the best option for a
22 new director, and she's still at the school and seems to
23 be enjoying her job, so I think we did a good job with
24 that one.

25 CHAIR AHMADI: That is good to hear. What

1 criteria did you follow?

2 MS. OHLSON: Well, we were looking for someone
3 who could - I mean, we developed basically a rubric of
4 qualities we were looking for in a director, and some of
5 those were an appreciation, an understanding of how to
6 serve students of diverse ethnic backgrounds. We were
7 looking for someone who would bring greater funding to the
8 school. We were looking for someone who would be a leader
9 both in the classroom and sort of out in the public
10 community. I don't remember exactly all of the criteria,
11 but we did come up with, you know, a long list of about 10
12 different criteria.

13 CHAIR AHMADI: Could you share with us, how did
14 you measure their level of appreciation for diversity, the
15 candidates, I mean?

16 MS. OHLSON: We asked them questions about how
17 they had addressed it in their previous positions. We
18 posed scenarios, you know, if X, Y and Z happened, how
19 would you address it? We asked them to define cultural
20 competence in education and what that looked like. So, we
21 had several questions that were designed to address that,
22 and then we had sort of a one to five kind of scale that
23 we set out that we would rank them, you know,
24 quantitatively on each of those questions, and then
25 include our own qualitative notes.

1 CHAIR AHMADI: Okay, thank you.

2 MS. OHLSON: Sure.

3 CHAIR AHMADI: In response to standard question
4 3, when you were discussing the potential harm, if I heard
5 you correctly, you said that the chances are high that the
6 State's ethnic diversity is not reflected. Did I hear you
7 correctly?

8 MS. OHLSON: No. I didn't say that the chances
9 were high, I just said that there is a possibility that
10 the Commission will not reflect that because, what I
11 understand from my reading is that the voter rolls are not
12 representative of the diversity of California, and so the
13 pool starting out may not be representative, but not that
14 it is a high possibility. My understanding in where we
15 are at with the process now is that it probably will be
16 representative, but it was just sort of something that I
17 read was broadly speaking a possibility.

18 CHAIR AHMADI: Okay, so you are talking about
19 the Commission itself?

20 MS. OHLSON: Yes.

21 CHAIR AHMADI: Should you be selected as one of
22 the eight Commissioners, what criteria or what qualities
23 would you be looking for to complete the Commission, to
24 pick the additional six members?

25 MS. OHLSON: Well, I would use the criteria

1 outlined in the Voters First Act as a starting place, the
2 ability to remain impartial, the analytical skills, and
3 the knowledge and appreciation for California's diverse
4 cultures, I would use that as a starting place. The other
5 thing that I've learned through my participation on teams
6 is that you need to have a variety of - the differences
7 are actually a benefit to working on teams, so I would
8 look for areas that, say, the first eight Commissioners
9 were lacking, and look at ways to complement those with
10 the remaining six.

11 CHAIR AHMADI: What would be some of those areas
12 that you would be using in helping you to -

13 MS. OHLSON: Well, say that I, for example, lack
14 knowledge and experience and specific expertise around
15 redistricting and using map software, and areas like that,
16 I might be looking for someone who has experience with
17 redistricting if, say, none of the first eight
18 Commissioners had that.

19 CHAIR AHMADI: Okay, thank you.

20 MS. OHLSON: Sure.

21 CHAIR AHMADI: You also mentioned that you have
22 experience working with the maps at the local level.
23 Could you elaborate on that, please?

24 MS. OHLSON: Sure. So, I was, about six to
25 eight months ago, contracted to help a community-based

1 organization develop some sort of neighborhoods that they
2 might consider targeting for services in the future, and
3 so the experience I have with maps for that project was
4 actually looking at - it was a City of Oakland map, and
5 looking at the neighborhood beat level, and maps of the
6 neighborhood beat level, and different ways of
7 constituting neighborhoods using those sort of beat
8 boundaries, and the data that I analyzed for that project
9 was called Measure Y Stressor Data, which basically
10 includes population data from the Census, it includes
11 Criminal Justice data related to criminal activity in each
12 of those beats, it includes public health data, and so I
13 conducted an analysis, if you draw the lines this way,
14 this is what the population will be for this target
15 neighborhood, this is what the number of incidents of
16 child abuse are per 1,000 residents, for residents for
17 this neighborhood. I conducted different scenarios for
18 them and they used that information to help determine what
19 their target neighborhoods were going to be for their
20 potential project in the future. I have not used GIS
21 mapping software, though I have worked extensively with
22 colleagues that have developed it, and then analyzed, you
23 know, what does this data mean, so, I'm not an expert at
24 all in GIS mapping, but I do understand maps and I do
25 understand how to manipulate population level data on that

1 very local level.

2 CHAIR AHMADI: Okay. Which community-based
3 organization was this?

4 MS. OHLSON: That was Safe Passages, and it is
5 an Oakland-based community-based organization that
6 provides services from early childhood through middle
7 school.

8 CHAIR AHMADI: Okay. Does your organization
9 provide a lot of these types of services to community-
10 based organizations?

11 MS. OHLSON: I actually did that project as an
12 independent contractor. Our organization doesn't
13 typically, but it is within the realm of something we
14 could do, it doesn't represent the majority of the work
15 that we do.

16 CHAIR AHMADI: Okay, thanks again. I have a
17 question based on your application.

18 MS. OHLSON: Sure.

19 CHAIR AHMADI: I wrote it down so I can get it
20 correct, so it is somewhat long, but let me read it to
21 you. You say that your ability to remain impartial is
22 paramount with facilitating planning processes in that the
23 stakeholders may have an interest. In highly politicized
24 processes, you state that you debrief with the co-
25 facilitators and the client. You are probably aware that

1 the Commission is bound by laws to operate in a totally
2 transparent manner with all the public and in discussions
3 with the public, in the public meetings, if selected as a
4 Commissioner, what are some approaches that you might use
5 to ensure impartiality while staying within that
6 transparent process?

7 MS. OHLSON: Uh huh. Well, I think it would be
8 - as I said before, it's important for us as a commission
9 to develop criteria for how we're going to make decisions,
10 and to have those criteria available to the public. So, I
11 think, as a starting place, that would be very important
12 for us to come up with criteria, and I understand we would
13 use the Voters First Act and other applicable laws and
14 statutes as a sort of starting place, but I do think
15 there's going to be some level where we, as a
16 Commissioner, are going to have to decide these are
17 criteria for decision-making and this is the process by
18 which we're going to use to achieve decisions. In terms
19 of - I think question asking is a way to probe more deeply
20 into people's various interests, and I think open-ended
21 questions are good ways for doing that, and I would use
22 that extensively sort of not in a public process, but in a
23 key informant interview process where I'm trying to get an
24 understanding of the lay of the land and what all the
25 different issues are, and what the different interests

1 stakeholders have, and I have used a sort of probing kind
2 of interview approach to get that information that helps
3 me understand better what people's interests are. I also
4 think that - I lost my train of thought, but I'll come
5 back to it if it comes to me.

6 CHAIR AHMADI: Sure.

7 MS. OHLSON: Thank you.

8 CHAIR AHMADI: So, from your professional work
9 experience, do you often find it - well, not often - do
10 you find it difficult to be impartial, or is it
11 challenging? To what degree is it challenging to you?

12 MS. OHLSON: I don't find it challenging. I
13 think that I'm more of an observer, and I think I've
14 always been more of an observer than, say, an advocate.
15 And so, I think that lends itself very well to the work
16 that I do, where I'm an evaluator, I have specific
17 criteria, I have data, I analyze it, and people might not
18 be happy about what the outcome is, but I know that I
19 followed a process that is valid and that I've acted with
20 integrity, and so I feel like I can defend it at the end
21 of the day. So there are times where I have a particular
22 idea about what would be best, and an example of that is
23 with the City of Irvine, with that planning process,
24 again, we worked with a group of stakeholders and in these
25 sort of task forces, by content area, and I was in charge

1 of facilitating one task force. Well, the task force
2 members were individuals that were leaders of their
3 community-based organizations, but they also received
4 funding from the city based on what was outlined in the
5 plan. So, again, they had a vested interest in
6 prioritizing certain activities which would help them
7 secure funding down the line. Well, I had ideas around
8 what might be the best, what might be most effective in
9 terms of achieving certain outcomes. Some of them were
10 adopted, some of them weren't, but I felt like I acted
11 with integrity throughout the process.

12 CHAIR AHMADI: Do you find it difficult to
13 advocate for a cause? Or that's just - I guess I'm -

14 MS. OHLSON: No, it's just - I would just say
15 it's sort of my orientation. I think I touched on this
16 lightly. I think I've always been like this, and it's
17 actually why I became interested in Anthropology as an
18 undergraduate, was actually understanding what are the
19 different things that drive people, and what are the
20 different - how does culture influence how we as
21 individuals see things, and how groups do things. So, I
22 think it has just always been my orientation. I think my
23 being from a bi-cultural family, I think that having those
24 two cultures that you are sort of never feeling like you
25 fully belong, but never feeling like you don't fully

1 belong, so you're kind of observing both from the outside.
2 And so I think that has just sort of been an asset in my
3 professional life.

4 CHAIR AHMADI: Would you be comfortable
5 advocating what you believe in with your fellow
6 Commissioners --

7 MS. OHLSON: Very much so.

8 CHAIR AHMADI: -- if you are selected?

9 MS. OHLSON: Very much so. And I would add
10 that, as long as our process is a legitimate one, that I'm
11 a very strong advocate for public and community input.
12 I'm a very strong advocate for acting with integrity and
13 following whatever standards we set up for ourselves. And
14 I have been before City Council before groups of
15 stakeholders that are very passionate about a particular
16 subject, and maybe have attacked whatever process we are
17 engaged in, and I've been able to very tactfully,
18 diplomatically, and professionally advocate for the
19 process.

20 CHAIR AHMADI: Okay, thank you very much.

21 MS. OHLSON: Thank you.

22 CHAIR AHMADI: No more questions.

23 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

24 VICE CHAIR CAMACHO: Thank you. Hello, Ms.
25 Ohlson.

1 MS. OHLSON: Good morning.

2 VICE CHAIR CAMACHO: You briefly discussed a
3 little bit about the 100 interviews that you conducted
4 while you were the project director for the UCSF study.

5 MS. OHLSON: Yes.

6 VICE CHAIR CAMACHO: What did you learn about
7 techniques that would help you to elicit from interviewees
8 the information you needed? And how would you apply that
9 knowledge as a Commissioner?

10 MS. OHLSON: Thank you. I did learn a lot
11 through conducting those interviews. And I worked, just
12 to clarify, I worked on two studies and they were both
13 qualitative research studies. And they both involved
14 extensive one on one interviews and group interviews with
15 participants. What I learned was how follow-up questions
16 could be leading questions. I learned that very early on
17 in the process, and that, as an interviewer, there is a
18 desire to build rapport with your client because you want
19 them to feel comfortable and you want them to be able to
20 provide you with information. There's a real risky run
21 there with building rapport and being leading in the ways
22 that you're asking questions, and because this was
23 academic research, we needed to develop a very high
24 standard around that kind of building rapport, but not
25 crossing the line. So, we are actually friendly, but

1 maybe a little dispassionate in how we were asking
2 questions. And I think I would use that same approach in
3 my professional life now, where I think it is important to
4 ask open-ended questions, I think it is important to have
5 a very specific protocol that you're using for asking
6 questions - this is from a research perspective - having a
7 specific protocol that outlines just the steps that you're
8 going to follow, the questions that you're going to ask,
9 and how you're going to use that information. So, I do
10 believe that in interviewing individuals that we need to
11 have a protocol, and I've developed through doing many
12 many interviews, I've developed standard probes that are
13 good for generating additional information without being
14 leading.

15 VICE CHAIR CAMACHO: You talked about that you
16 had some one-on-one interviews and some group interviews.
17 Obviously, I don't know if the Commission is going to even
18 have time to do the one-on-one interviews, so there's
19 going be group situations. How do you think it would be
20 effective to get, from your experience, those communities'
21 interest where you might have more than one and understand
22 what they provide to you, and be able to decipher that?

23 MS. OHLSON: Can you clarify what you mean by
24 communities? I mean, you're saying a community meeting
25 where you might have multiple groups participating in a

1 group meeting? Is that -

2 VICE CHAIR CAMACHO: Correct. What - go ahead.

3 MS. OHLSON: So, I think that I have extensive
4 experience, and I actually had to cut this out of my
5 statements because I ran out of time, but I have extensive
6 experience facilitating community input processes and
7 designing community meetings, focus groups, and key
8 informant interview processes and protocols, in
9 determining what is the best structure to use, given
10 whatever ends you're trying to achieve.

11 I think, for community meetings where you may,
12 say, have a group that speaks Spanish and a group that
13 speaks Tagalog, and you don't have enough resources to
14 have two different meetings, you could have a general
15 community meeting, you could have break-out groups, you
16 could sort of vary the structure. I don't know how much
17 flexibility we have as a Commission in terms of that input
18 process and veering from the sort of standard public
19 hearing format; if we don't have a lot of flexibility in
20 terms of veering from a very standard public hearing
21 process, then I think that we can still work with
22 community-based organizations, or the ethnic media, or
23 other groups that have relationships with these groups
24 that maybe don't traditionally participate in civic
25 processes, and help them to work with individual groups to

1 prepare them to participate in whatever our standard
2 process is.

3 VICE CHAIR CAMACHO: So you gathered all this
4 information from these various interest groups. You were
5 talking about your ability to triangulate - sorry -
6 triangulate qualitative with the qualitative information.
7 Can you elaborate a little bit more on that and how it
8 would help with being a Commissioner?

9 MS. OHLSON: Sure. So, with the example of the
10 Mental Health Services Act, so we did go out and we
11 gathered all this public or community input from different
12 community-based organizations, and individual groups
13 provided their perception around these gaps in services,
14 these are what the needs are, these are the underserved
15 populations in the county, these are the people that
16 really need it. And we had some utilization data. We had
17 information around the geographic location of services
18 and, so, we - with the qualitative data, we coded it, so
19 we used an access database and we developed different
20 categories, and we coded it, and then we analyzed that
21 data and produced a report with sort of a summary of
22 findings. And then we looked at - we held that
23 qualitative data up against the utilization data and the
24 location of services data. And we actually did - which
25 ones - maybe this is a perception, and this one over here,

1 maybe there is actually some validity to it, it actually
2 does show that there's no services in the coast side
3 community, and so everyone does have to travel over, and
4 that's actually the qualitative data is backed up by the
5 quantitative data. Now, I think that skill, I've applied
6 in numerous different planning processes or evaluations
7 where you hear something, you might hear it over and over,
8 it doesn't necessarily mean it's true, and, again, you
9 just have to have a process by which you're going to
10 analyze the data and certain minimum thresholds that need
11 to be met because one person says it, you can't
12 necessarily include it as a finding. The reverse is also
13 true, sometimes one person says it and it's like, "Oh,
14 actually, this really is true." So you just have to do
15 kind of due diligence and additional investigation.

16 VICE CHAIR CAMACHO: Okay, with that
17 information.

18 MS. OHLSON: Exactly. With that information.

19 VICE CHAIR CAMACHO: You brought up during your
20 interviews that you had a protocol that you went through.
21 As you know, I'm not sure how the Commission is going to
22 conduct the public meetings. Do you think that this
23 protocol should be incorporated into all the
24 Commissioners' public meetings if they are not, all 14
25 members go to them, and they are broken out into groups so

1 it's consistent?

2 MS. OHLSON: I think that would be very
3 important and, in terms of doing an analysis on the back
4 end after you've gathered all the data, it's a lot easier
5 to code and store and house data and analyze data if you
6 follow a standard protocol. I would highly recommend
7 that. I have developed protocols where, with a client it
8 has been very important that they were transparent and
9 that they were public and that they were available to any
10 stakeholder that was interested in looking at the
11 protocol. Again, the SEIU would be an example of a
12 project where we developed a protocol for regional
13 outreach meetings, which we conducted two rounds, all
14 across Northern California. And we developed a protocol,
15 this protocol was developed not just by myself and my
16 colleagues, but also with input from the different members
17 that were working on that committee with me, and then it
18 was a public document, the report of findings was a public
19 document that everyone could review. So, I'm comfortable
20 with that, it's not something that needs to be just
21 developed internally and not disseminated.

22 VICE CHAIR CAMACHO: So, do you think maybe some
23 of these standard questions, kind of like what we gave to
24 all the Applicants, should also be provided to maybe these
25 public meetings? Do you think that would be helpful?

1 MS. OHLSON: Yes, I think that would be very
2 helpful, and I think that that could potentially increase
3 the participation of a wide range of individuals in the
4 process. And some people are more comfortable speaking
5 before the public than others; if you have a standard
6 public hearing where, you know, you have to go up to a mic
7 and the questions are being posed right then and there,
8 it's a very small select group of people that actually
9 feel very comfortable and confident participating in that
10 type of format, and so I think we should, as a commission,
11 we should look for ways to create forums where people with
12 a variety of levels of education and interests can
13 participate.

14 VICE CHAIR CAMACHO: Could you elaborate on your
15 role in creating participatory structures for engaging low
16 income immigrant and low literacy residents from several
17 communities in public sector planning?

18 MS. OHLSON: Sure. So, as I said in my
19 interview, I think that we have, as sort of our
20 bureaucratic culture is one of sort of - let's have a
21 meeting, and the people that are interested will come, and
22 then they'll say what they need to say, and then we'll
23 have our input. Well, that works for one sort of segment
24 of the population, and I think it's fine to keep on having
25 those things, but where you're trying to reach a broad

1 range of individuals, and particularly with publicly
2 funded services, where most of your clients are low
3 income, low limited English proficiency, or maybe low
4 levels of education, it's important to develop a variety
5 of structures for them to participate in. And so, some of
6 the strategies that we have used in terms of engaging
7 those populations in public input processes is working
8 with ethnic serving organizations that already have a
9 relationship with those communities, that can better reach
10 out to them and say, "This is important and this is why,"
11 as opposed to us just going in and doing that messaging.
12 So, that would be the first strategy. The second would be
13 to figure out what is going to be the structure that
14 they're going to feel most comfortable participating in.
15 So, a public hearing isn't comfortable for everyone. You
16 might do a focus group, or maybe you do a community
17 meeting, but you have break-out groups. And so there is
18 this more intimate environment with someone facilitating,
19 someone recording, there are trained facilitators and
20 recorders in taking down that information. So, we've used
21 focus groups a lot, we've used break-out groups a lot on
22 this planning process for the City of Oakland, the Oakland
23 Fund for Children and Youth, where we wanted to hear from
24 young people. We created a Youth Summit, and so they
25 actually had a hands on process of creating their kind of

1 ideal community, and then creating - or, first creating
2 their present community, and then creating using different
3 sort of arts and crafts their own ideal community. And
4 then we had a discussion around it. So, it's not a
5 traditional public hearing, you know, kind of format, but
6 it allowed them an opportunity to participate
7 meaningfully. So, I think providing a variety of
8 structures is important. In terms of written materials
9 that we produced, we need to produce them for a variety of
10 literacy levels and education levels, and I work with a
11 translation firm that actually has specific expertise
12 around translating complex technical language into a much
13 lower sort of sixth grade literacy level for populations
14 with low levels of literacy, that speak other languages
15 other than English. Let me think if there's anything
16 else. And just using best practices in terms of the
17 written materials that we produce around, you know, using
18 diagrams and pictures. There's a whole set of practices
19 that I won't go into all the details, but I think it would
20 be important for us to consider.

21 VICE CHAIR CAMACHO: Okay, thank you. That was
22 my last question.

23 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

24 PANEL MEMBER SPANO: Thank you. Good morning.

25 MS. OHLSON: Good morning.

1 PANEL MEMBER SPANO: Going back to your
2 interviewing protocols, what are the goals of your
3 interviewing protocols?

4 MS. OHLSON: The goal of having a protocol is to
5 reduce bias and to sustain impartiality, and to gather the
6 information that we actually need and are going to use.
7 So, for example, if we are conducting a planning process
8 that is designed to address gaps in services, and we're
9 interviewing providers of services, we want to make sure
10 that our protocol includes specific questions that address
11 that area. So, the protocol is designed sort of
12 specifically - and the first step is, what information do
13 we need and how are we going to get it? And then you
14 design the questions. And then you go back to the
15 questions and maybe even pilot them. If we have an
16 opportunity, we usually pilot our interviews or our focus
17 group protocols with one group, and then we might come
18 back and say, like, "That question totally didn't work.
19 They did not get what we were asking." And actually, with
20 the first study at UCSF that I participated on, we
21 actually did have to go back with - I was conducting the
22 bilingual interviews and I said, "They do not understand
23 what we mean when we say, "Did you have a stressful
24 incidence this week?" And it doesn't make sense to them,
25 it's not how they construct their experience. And so we

1 actually had to go back and revise the question.

2 PANEL MEMBER SPANO: Is it because it wasn't
3 eliciting information that you needed?

4 MS. OHLSON: Yes.

5 PANEL MEMBER SPANO: And what were you trying to
6 elicit in that instance?

7 MS. OHLSON: Well, in that situation, we were
8 trying to understand, did they have something that they
9 experienced as stressful. The way that we formulated the
10 question, translated the question, just - it didn't - it
11 was almost like a literal translation, it just - with
12 their own world experience, it just didn't make sense to
13 them, so we needed to go back and change it so that we
14 could elicit more of a response on those items.

15 PANEL MEMBER SPANO: And how important is that,
16 if a Commissioner doesn't have the cultural competence to
17 do that, and adjust to that, you know?

18 MS. OHLSON: I mean, I think that it is
19 important to have a diverse Commission for that very
20 reason. I think that it is important for us to have, as
21 Commissioners, to have our eye towards what does
22 California look like, and who are the groups we're trying
23 to engage in this process? And how can we do this in a
24 really intentional and meaningful way? And it gets down
25 to the protocol level when you're soliciting public input.

1 PANEL MEMBER SPANO: Do you think this is a
2 necessary approach, the interview protocol approach to
3 going out to the hearings and soliciting input from the
4 public?

5 MS. OHLSON: I think having a protocol is
6 important, especially, I mean, it depends towards what end
7 you're doing the public input process. My understanding
8 is that we would use the public input process before and
9 after we've developed proposed maps. And so, I believe
10 that it is important to - I think we're planning on using
11 this public input in a meaningful way. If we want to use
12 it in a meaningful way, we need to, from the outset, have
13 developed our protocols and procedures so that we can
14 store it, so that we can analyze it, so that we can uphold
15 it against quantitative data. If we don't, then we'll
16 have a big huge database full of, you know, public input,
17 and we'll have a hard time using it.

18 PANEL MEMBER SPANO: Yeah. I see this because
19 you have the opportunity in your experience to actually
20 use the value of focus groups, to really tailor the
21 questions and the effectiveness of them. When you go out
22 to these public hearings, how will you know enough, like
23 to really tailor your questions and get the benefit and
24 value of asking the right question when you haven't had
25 the opportunity to have focus groups to try the questions

1 on different diverse groups of populations of people?

2 MS. OHLSON: Uh huh, uh huh. That's a good
3 question. I think what we would need to do, a lot of
4 times what we do, is we develop a protocol, a facilitation
5 protocol, but it's actually really long, and it has sort
6 of like, if X happens, then ask these follow-up probes; if
7 Y happens, ask these. So, we have a very long list of
8 follow-up questions, which is one sort of strategy for
9 doing this. I think that we're going to have to - you
10 know, it's the first time we're doing this kind of
11 process. I think there's going to be some learning that's
12 going to need to happen along the way, I think we're going
13 got need to go out, we'll do it, we'll do one hearing with
14 the protocol, we come back, and we say, "Okay, these four
15 items didn't work, we need to revise them." The other
16 thing I understand that we'll have staff and consultants
17 and other people available to assist us, so hopefully we
18 can kind of run some of our protocols by other people that
19 have done this type of work, and make sure that they're
20 aligned with best practices.

21 PANEL MEMBER SPANO: Are you seeing challenges -
22 I don't know if you're - you worked with Census data
23 before, correct?

24 MS. OHLSON: Yes.

25 PANEL MEMBER SPANO: In your experience, what

1 were the challenges in using Census data, knowing that
2 there may not be 100 percent return on completing that
3 information?

4 MS. OHLSON: Yes. I haven't - the challenge
5 with Census data is that it's sort of best available data
6 for a lot of work in the public sector in terms of a
7 county looking at what - who they're serving, or what
8 their target population is for a certain project or
9 initiative. I mean, it's kind of, unfortunately, the best
10 available data. There are holes in it and there are
11 challenges with it, I mean, even with this project that I
12 spoke about before that I conducted for Safe Passages, the
13 beats don't necessarily align to Census tracts, and so
14 there's lines in Oakland where we couldn't - we had to do
15 it by Zip Code instead of the neighborhood beats because
16 the Census data didn't align exactly with the way that the
17 neighborhood beats were drawn in Oakland. So, that was a
18 challenge. And we just had to say, "Well, this is the
19 best that we can do." I think the Census data is the data
20 that is available to us, and I think it's what we're going
21 to need to work with.

22 PANEL MEMBER SPANO: Do you see inherent
23 complications in trying to meet the law and the
24 requirements of the law, as well as trying to really firm
25 up what's relevant and irrelevant when it comes to sort of

1 the qualitative information, knowing that the State has so
2 many issues of concern?

3 MS. OHLSON: I think that I will need to learn
4 more about what all the sort of regulations are and how we
5 as a commission are going to comply with them, if I were
6 to be selected to serve on the Commission, I'm not an
7 expert on that right now. I think that, with any
8 qualitative data, you always have a lot more qualitative
9 data than you ultimately end up using, even for a
10 Federally funded qualitative research study. There are
11 things that you just have to kind of narrow out. And,
12 again, it goes back to developing your criteria,
13 developing a process for making decisions, and making sure
14 that you, as a Commission, stick to those agreements.

15 PANEL MEMBER SPANO: Do you think it's realistic
16 to get this done, knowing that you have to draw the lines
17 and draw lots of lines, do lots of drafts of the maps, do
18 you think it's realistic to do this kind of analysis when
19 you solicit the input? Because it sounds like it's very
20 time intensive to make that determination.

21 MS. OHLSON: It can be time intensive if the
22 Federal Government is paying you to do it for four years.
23 If a County client is giving you a month to do it, then
24 you can do it in a month. I absolutely believe that we
25 can do the work of the Commission within the time that we

1 have available to us. I believe that you - applied
2 research is different than academic research. For the
3 County of San Mateo where we did those 100 focus groups,
4 we did those within - they had an insanely tight timeline,
5 we did those focus groups within a month, and did a two-
6 week analysis where my boss and I spent the whole weekend
7 coding the information. So, it is possible, especially if
8 you have staff available to assist you. I feel confident
9 that we can conduct a meaningful public input process and
10 design a way to sort of house that data and analyze that
11 data within the timeframe that we have available to us.

12 PANEL MEMBER SPANO: Knowing that you've done
13 all these multiple projects on a grand scale, and you're
14 involved with staff and consultants, also, what are your
15 thoughts on hiring the most appropriate staff to help you
16 in getting the best bang, the value, out of the resources
17 that you have?

18 MS. OHLSON: Uh huh. Well, I think that we
19 would need as a Commission to just, you know, our first
20 step would be to develop a work plan and a timeline, and
21 this is - and then you backtrack. This is our goal, this
22 is our legal deadline, and then you backtrack, you know,
23 each of the steps out, that's how I manage projects at
24 work, and I believe as a Commission we would need to do
25 that as a group. In terms of hiring staff, I think we'd

1 need to decide what do we as a commission bring to the
2 table, what are we capable of doing, and what are the
3 holes that we need to fill in for each phase of this
4 process, and what's the best way to secure those
5 resources. I think that would be something that we would
6 need to decide as a commission. And I think we could
7 decide that, once we developed a work plan.

8 PANEL MEMBER SPANO: Are there any critical
9 areas in your experience that the commission absolutely
10 has to have, expertise in a certain area? And I know we
11 haven't done redistricting work, but just based on your
12 experience of evaluating data.

13 MS. OHLSON: Well, I definitely believe that the
14 members of the Commission need to have experience with
15 group process and the capacity to work together. I think
16 that's really really important. Working with teams is a
17 very rewarding experience, I really enjoy it and I feel
18 like I learn a lot from it, but it can also be a
19 challenging one, and you can get bogged down in days and
20 days of discussion around a single topic, and so we need
21 to have people that are willing to work together, willing
22 to collaborate. We need to have - I believe we need to
23 have - I hope that this process results in a couple people
24 that have some redistricting experience, I think that
25 would be nice to have that expertise on the Commission, I

1 know that if we don't, then we can supplement it through
2 staff or consultants. I think that having someone on the
3 Commission that has public input experience is important,
4 and I think that is a really exciting aspect of the
5 Citizens Redistricting Commission, I think that the
6 process thus far has already engaged the public in this
7 process, and I think we need to continue that.

8 PANEL MEMBER SPANO: Thank you. You mentioned
9 on the SEIU Local 1021 project that they did community
10 meetings, they heard from various regions in less populace
11 regions of Chico, Redding, Sonoma, Amador County, Marin,
12 and other Bay Area cities. Can you tell us what you
13 learned about the significance of the diversity in those
14 citizens in those areas.

15 MS. OHLSON: Well, I learned a lot through that
16 process and a challenge that the SEIU experienced, once it
17 became this very large Northern California Union is that,
18 you know, the more populace regions are concentrated
19 around the Bay Area, and so there was a great deal of
20 concern out in those other areas in the less populated
21 regions that they would have - they wouldn't have a voice
22 in the Union, and that they wouldn't be able to
23 participate in decision-making. And so we wanted to use
24 this process as a means of engaging the membership in
25 participating in the future of their Union, and so we did

1 realize that it was important to go to where people were,
2 as opposed to saying, "Come to us." So, I think in terms
3 of the Commission, that we can't just say, "Well, we're
4 having a meeting in Sacramento, Oakland, and LA," you
5 know, "Come from wherever you are." I think it's really
6 important, if we really want people from all regions to
7 participate, that we go to them. That was important. I
8 also learned that there were important regional
9 differences, which I think, you know, we were all aware of
10 before, but in that particular project, people had
11 different priorities in different communities based on
12 where they lived, based on the industry they were employed
13 by, based on a number of factors, but these regional
14 differences were important, and it was important for us.
15 We kind of prioritized - or the committee prioritized
16 integrating this regional input and making sure that we
17 were really considering what people from different regions
18 were saying in our decision-making, and not just sort of
19 saying, "Well, that's what they think," but, "The data
20 shows X, Y, and Z," or, "We think this is a greater
21 interest, so we are going to go and do that." And what
22 they ultimately ended up doing, which hadn't been a
23 previous part of their governing structure, was developing
24 sort of minimum levels of kind of regional representatives
25 to govern the Union, to address - to just make sure that

1 these different less populace regions had a voice in
2 decision-making.

3 PANEL MEMBER SPANO: Did they not have that
4 representative before?

5 MS. OHLSON: They didn't have that
6 representative before.

7 MS. RAMIREZ-RIDGEWAY: Five minutes.

8 PANEL MEMBER SPANO: Okay, thank you. Did you
9 find that in that research and analysis that the concerns
10 were different from the hard data?

11 MS. OHLSON: In this case, it wasn't really - we
12 were looking at designing a governing structure, and so we
13 had data, say, on the number of members in each city and
14 each region, and stuff like that. But, it was in a way
15 subjective. One side could argue, "Well, it's one person,
16 one vote, and these are the more populace regions, and
17 that's the way we're going to organize our Union." So, it
18 wasn't like an evaluation, it was more a planning process,
19 and in that project, there were a lot of gray areas, and
20 there were a lot of opportunities where you could say,
21 "We're going to do this, or we're going to do that." And
22 both were defensible. And so, at the end of the day, what
23 we tried to create was a governing structure that would be
24 a win-win situation for both sides. And so, we provided
25 people from less populace regions with a voice, and then

1 those from more populace regions also got more
2 representatives based on the number of members from that
3 region. So, I think - and I believe in the work on the
4 Commission, there will be gray areas, there will be areas
5 where we're going to have to make decisions, where it's
6 like you could go either way, it's not cut and dry. And I
7 think that hopefully we can use a consensus-based sort of
8 decision-making process to arrive at some win-win's as a
9 group.

10 PANEL MEMBER SPANO: And in the SEIU case, did
11 you find that they generally were satisfied with the
12 outcome?

13 MS. OHLSON: As I said, it was a very highly
14 politicized process, there was a lot of different groups
15 of people that had different interests, and so I think
16 that people were satisfied with the process, they felt the
17 process was a very legitimate one. They felt that the
18 process was one they could defend before their members.
19 It was one that withstood legal muster. It was one that
20 was approved by the International Union, with which the
21 Local needed to comply. So, the process was viewed as a
22 legitimate one. Individuals disagreed with specific
23 outcomes. Some individuals, some groups of individuals,
24 said, "Well, I don't like - I think we should have one
25 person, one vote. And we don't need this sort of

1 additional level." No one - consensus building doesn't
2 mean that any one group ends up feeling completely
3 satisfied. There's places where you're going to feel like
4 you've won, and places where you're going to feel like,
5 "Okay, well, I had to give a little on that, but I was
6 okay with it."

7 PANEL MEMBER SPANO: Thank you. You say in your
8 application that you believe your ability to remain
9 objective is enhanced by being bi-cultural. And I'd like
10 to hear about how you believe that being bi-cultural
11 provides you the ability to see multiple perspectives vs.
12 others who are maybe mono-cultural.

13 MS. OHLSON: Well, I don't think that people
14 that are mono-cultural are not able to see multiple
15 perspectives, I think that, actually, through my
16 relationships with people that are bi-cultural, that
17 there's actually an experience of sort of experiencing two
18 cultures from the time that you're really young, and
19 trying to integrate them as a young person, "What does
20 this mean?" And, "I see this happening over here, and I
21 see the complete opposite rules over here." And so I
22 think, as a young person, I felt like I just wanted to be
23 like, "I'm Latina," or, "I'm not Latina," you know, I
24 wanted to just be able to say I'm one or the other, and
25 the reality is I'm both. Both sides have formed who I am.

1 I think that the ability to be okay with that is what
2 allows me to kind of step back and see things almost from
3 the outside.

4 PANEL MEMBER SPANO: Thank you.

5 MS. OHLSON: Thank you.

6 MS. RAMIREZ-RIDGEWAY: Panelists, are there
7 follow-up questions?

8 VICE CHAIR CAMACHO: No.

9 MS. RAMIREZ-RIDGEWAY: I just have a couple. I
10 noticed when I was reading your application that you wrote
11 an article *Analyzing Cultural Models in Adolescent*
12 *Accounts of Romantic Relationships*.

13 MS. OHLSON: Sure.

14 MS. RAMIREZ-RIDGEWAY: What did you learn about
15 cultural differences when it comes to teen love?

16 MS. OHLSON: Well, what we learned is that
17 different cultures have different ways of viewing
18 relationships, and that teens actually - there is some
19 kind of common themes, but in that study, we looked at
20 African-American and Latino youth, or Mexican-American
21 youth in Oakland, and we compared their perspectives and
22 their concepts around relationships, what relationships
23 should be like, what their ideals were, what the reality
24 was, the problems they experienced with them, what we
25 called cultural concepts, which is just like a set of

1 beliefs around how things are supposed to be. And so we
2 found we had reams and reams of qualitative data, and we
3 coded that data using actually a software system, Atlas,
4 and we found significant differences in terms of the ways
5 that people constructed their beliefs around what
6 relationships should be. Yes, so that was basically the
7 finding of that study.

8 MS. RAMIREZ-RIDGEWAY: Do you think that study
9 and the results give you any particular insights that may
10 be useful as a commissioner?

11 MS. OHLSON: Well, I think that sort of
12 differences in culture influence not only how a teen views
13 their relationship, and what types of relationships they
14 choose to engage in, but I think differences in culture,
15 education, income, can define how individuals choose to
16 participate in their community, and I think that we as
17 commissioners, or we as the Commission, would need to
18 develop the most inclusive process possible, that is
19 respectful and pays attention to these differences. And I
20 think that is something that has been consistent across
21 all my work, from the time that I was an academic
22 researcher at UCSF, to the work that I do now, which is
23 very much an applied setting in terms of just
24 understanding what is the universe out there, how can we
25 provide the most inclusive and responsive process to

1 people of different cultural income and geographic and
2 ethnic backgrounds.

3 MS. RAMIREZ-RIDGEWAY: So you talked a lot about
4 techniques in terms of questioning residents. Do you have
5 any thoughts, generally, about sort of an outreach plan,
6 or the best way to get into those communities, and where
7 you should focus your time? Have you thought about that
8 at all?

9 MS. OHLSON: Well, I believe that we need to
10 develop a plan for, you know, all across California. I
11 don't think that we should focus on particular groups, per
12 se. I do think that it's important for us to work -
13 particularly in reaching those groups that don't
14 traditionally participate, it's important to work with
15 different organizations that have those relationships. I
16 think it's important to provide sort of multiple forums,
17 you know, cast a wide net. I think we should use the
18 Internet as the Bureau of State Audits is already doing
19 with the WeDrawtheLines Website. It's creating a forum
20 for members of the broad California community to keep
21 abreast of what's happening, to understand the process.
22 So, I think I would like to add that not only do we need
23 to create forums for low income and limited English
24 proficient Californians to participate, we need to create
25 a broad range of opportunities for all Californians to

1 participate. And it should be based on people's levels of
2 interest, you know, and maybe some people want to attend
3 the public hearings, but maybe others just want to post a
4 comment on a blog, or on Twitter, or on Facebook, or
5 whatever media is available.

6 MS. RAMIREZ-RIDGEWAY: I think I got your
7 history correct - Santa Cruz to Yale?

8 MS. OHLSON: Yes. Big Sur, Santa Cruz, Yale.

9 MS. RAMIREZ-RIDGEWAY: What did that teach you
10 about California, that experience of going all the way
11 across the nation and then coming back?

12 MS. OHLSON: Well, actually, I spent my senior
13 year abroad in Spain as an exchange student, so I went Big
14 Sur, Santa Cruz, Spain, Santa Cruz, Yale. Well, I learned
15 - it was an adjustment. I learned that California - I
16 learned that the East Coast is much more sort of middle of
17 the road and more conservative in terms of just, a more
18 sort of conservative environment. California has a great
19 deal, I think, of diversity in terms of politics and all
20 these other things we've already talked about, but I think
21 California is forward thinking in that California is not
22 afraid to be a pioneer in new areas, whereas I saw when I
23 was back east that people were much more about following a
24 proscribed path, whereas I think California is willing to
25 say like, "Well, we're going to do thing differently and

1 we're going to try it out, and we'll see if it works, and
2 if it doesn't then we'll send it back - put it back on the
3 ballot!" But I think that California is progressive, it
4 is incredibly diverse, I mean, it's one of the reasons,
5 just on a personal level, my husband is African-American,
6 so our children are very multi-ethnic at this point, and
7 it's one of the reasons that we choose to stay here, vs.
8 to live back East -- he is from the East Coast - is that
9 there is this incredible diversity and there is this
10 incredible sort of - there is an openness to possibility,
11 which I think is exciting.

12 MS. RAMIREZ-RIDGEWAY: I also noticed that, at
13 one point, you earned a pre-Med certificate?

14 MS. OHLSON: Uh huh.

15 MS. RAMIREZ-RIDGEWAY: Still planning to attend
16 medical school at some point?

17 MS. OHLSON: No, I actually - I did earn a pre-
18 med certificate and I was working at UCSF at the time, and
19 I thought that I would go to medical school and sort of
20 focus my career on public health, but then I had my first
21 child, and so I put that on hold, and then I got into the
22 field of academic and applied research, and just really
23 enjoyed it. So, I'm staying here.

24 MS. RAMIREZ-RIDGEWAY: You talked a bit about
25 your activities through your work, and I think you

1 mentioned a couple of times your Measure Y activities. I
2 wonder, are your political activities in terms of
3 particular measures related to your work? Are you
4 involved with elected officials outside of your work in
5 any capacity?

6 MS. OHLSON: I don't - I mean, my work involves
7 interaction with elected officials in terms of presenting
8 reports of findings to them, or considering what their
9 priorities are in terms that are timelines and stuff like
10 that. Beyond that, I don't have a great deal of
11 interaction with them. I am a resident - a member of my
12 neighborhood group in Oakland, and there is a City Council
13 person that is, you know, occasionally would visit the
14 neighborhood group, but I don't have any individual
15 relationship with any elected official.

16 MS. RAMIREZ-RIDGEWAY: And these are primarily
17 elected local officials?

18 MS. OHLSON: Yes.

19 MS. RAMIREZ-RIDGEWAY: And your neighborhood
20 group, is that an appointed position, an elected position?

21 MS. OHLSON: No, I'm not actually - I don't hold
22 an official position, I just attend the group and I'm on
23 the neighborhood listserv.

24 MS. RAMIREZ-RIDGEWAY: Gotcha. Any additional
25 questions, Panelists?

1 CHAIR AHMADI: I don't have any.

2 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

3 PANEL MEMBER SPANO: I just want to confirm with
4 you, if you belong to any organizations that have made any
5 donations to any political or any kind of - made a
6 political contribution in any way?

7 MS. OHLSON: I don't believe so, not that I am
8 aware of. I am a member of the East Bay Church of
9 Religious Science. I am not aware of any - I don't hold a
10 formal position there, I just attend. But I'm not aware
11 of any political contributions they may have made. But
12 beyond that, no. I primarily right now volunteer at my
13 children's schools and I work, so I don't have a lot of
14 additional time for membership in other organizations.

15 PANEL MEMBER SPANO: Okay, thank you.

16 MS. RAMIREZ-RIDGEWAY: We have just about 11
17 minutes remaining on the clock if you'd like to make a
18 closing statement.

19 MS. OHLSON: Okay, great. I'd like to thank
20 you, Ms. Camacho, Ms. Spano, and Mr. Ahmadi, for the
21 opportunity to speak with you today and hope that the
22 information that I provided has been useful. I am very
23 excited about the possibility of participating in this
24 historic opportunity, and I believe that the Citizens
25 Redistricting Commission will enhance Californian's

1 engagement in civic life. The role of a commissioner is
2 an important one and should not be taken lightly. My
3 personal background, academic preparation, and
4 professional experience, have equipped me with the skills
5 and abilities to fulfill the role of the Commissioner. If
6 selected, I will approach my role with integrity,
7 intelligence, humility, and a commitment to the spirit of
8 the Voters First Act. I look forward to the opportunity
9 to serve California, and thank you again for considering
10 me.

11 CHAIR AHMADI: Thank you.

12 VICE CHAIR CAMACHO: Thank you.

13 PANEL MEMBER SPANO: Thank you.

14 MS. RAMIREZ-RIDGEWAY: Thank you for coming to
15 see us. As you are aware, our next Applicant, Ms. Norman,
16 has requested to withdraw, so we can have longer than 30
17 minutes for lunch today, and we will reconvene at 2:44.

18 (Off the record at 12:20 p.m.)

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